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ABSTRACT

Prepared largely by representatives of Pilot Career Motivation programs from nine Ohio school districts during a summer workshop and subject to correction, revisions, and additions by teachers, this curriculum guide is intended to assist the elementary teacher in implementing a career motivation program, which is the first phase of a 3-phase career development program and stresses the goals of awareness, appreciation, and motivation. Divided into three color-coded sections by grade level (K-2, 3-4, and 5-6), topics and objectives have been developed for three of the seven broad career development areas, including The Individual and His Environments, World of Work, and Self. Four additional areas will be developed. Each major career area is comprised of a series of units containing the following components: (1) developmental objectives for awareness, appreciation, and motivation levels, (2) behavioral objectives for cognitive, affective, and psychomotor domains, (3) activities which can be classified into levels (vicarious, simulated, and actual experience), integrated into the curriculum, or identified as student units (independent, small group, or class), (4) sample lesson plans, (5) a coding grid which provides a reference to the suggested activities numbered in the units. A bibliography provides resources for teacher and child use. (SB)

OHIO'S CAREER CONTINUUM PROGRAM

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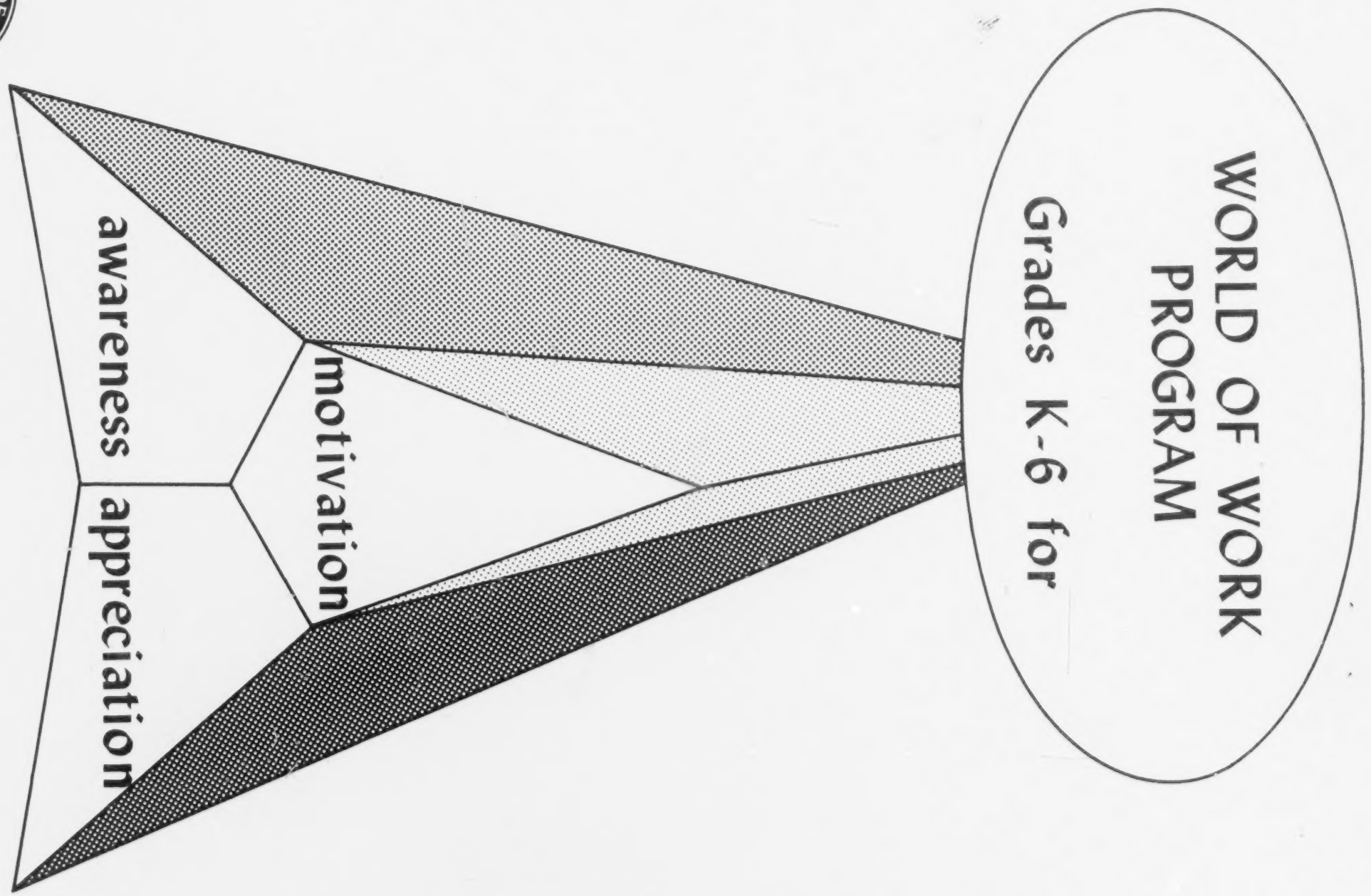

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WORLD OF WORK
CAREER MOTIVATION

Curriculum Guide for Grades K-6

Ohio State Board of Education

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EDUCATION & WELFARE
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1972

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ERRATA

This is a First Draft or Working Copy of the K-6 Career Motivation Curriculum Guide, subject to corrections, revisions, and additions by teachers as they put it to use in their classrooms.

In the haste to get it into print and in the hands of teachers, printing errors occurred especially in the Bibliography Section. The following corrections are required to put the Bibliography in proper order:

Page 257 Title should be: "Career Development Bibliography For Professional Use"

Page 261 Omit page

Page 265 Should preceed page 264

Page 267 Should follow page 275 and should be numbered 276

Page 266 Should be numbered 277

Page 276 Should be numbered 278

Preceeding Page 269 there should be the title page:
"Commercial Resources and Materials for Child Use"

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FOREWORD

During June of 1971, the Ohio Department of Education sponsored and coordinated a Curriculum Workshop for the purpose of developing a Career Motivation Curriculum Guide for Ohio, Grades K-6.

Representatives of Pilot Career Motivation programs from nine school districts in Ohio, who contributed significantly to the development of this supplement included the following:

Mrs. Roberta Ryan, Akron
Miss Marlyn Davidson, Cincinnati
Mr. Oliver Jones, Cleveland
Mr. Robert Rammes, Dayton
Mrs. Doris Ramsey, Mad River Green, Springfield
Mrs. Connie Carse, Mansfield
Mr. Jerry Ruark, Minford
Mrs. Linda Kielholtz, Toledo
Mr. Mike Zockle, Warren

Leadership was provided by Dr. Joseph Quaranta,Jr., Ohio State University, assisted by Mr. William Nemec, Division of Guidance and Testing, Mrs. Mary Roberts, Divison of Elementary Education, and Miss Sara Jane Rowland, graduate student of Ohio State University.

Special acknowledgment is due to Mrs. Mabell Black, State Supervisor and Dr. Joseph Quaranta, Professor, Ohio State University, for their inspiring leadership in promotion and development of Ohio's Career Motivation programs and to Mrs. Sonia M. Cole, Assistant Director, Vocational Education, Home Economics Section, for program administration.

Other contributors, including program coordinator participants of the pilot K-6 Career Motivation programs and graduate students of Ohio State University's Department of Education have had a positive influence on the production of this guide. Their dedication and assistance are genuinely appreciated.

Byrl R. Shoemaker
Director
Vocational Education
Ohio Department of Education

OHIO'S CAREER DEVELOPMENT PROGRAM

Career Education was introduced to Ohio in Fiscal Year, 1970, when the Division of Vocational Education, State Department of Education, following recommendations of a Governor's task force which had been appointed in 1968 to study Vocational and Technical Education in Ohio, initiated programs of Career Orientation for seventh and eighth grade students in nine schools in six school districts of Ohio.

In September, 1970, Career Orientation programs were expanded to include twenty-six schools in eight school districts, serving over ten thousand students; and Career Education was extended in both directions, downward to the K-6 level for Career Motivation and upward to Career Exploration at 9th and 10th grades.

Sixteen schools in nine school districts of Ohio, serving over ten thousand students, piloted K-6 Career Motivation programs, and at the same time five high schools initiated Career Exploration programs, serving approximately five thousand students, thus completing the scope of Ohio's K-10 Career Development Program.

Goals at the three program levels are the following:

Career Motivation - To motivate students to want to become

To motivate students to want to become a part of the world of work.

To develop in students an awareness of the wide range of job opportunities and an appreciation of all work, the recognition that all work is honorable.

Career Orientation

To inform students about careers and about aptitudes and abilities rquired for specific occupations.

Career Exploration

To give students the opportunity to explore careers in which they believe they are interested, as they actually become involved in the work, to see if these careers do match their interests and abilities.

The ultimate goal of the total Career Development Program is the realization and utilization of human potential for general improvement and upgrading of society.

K-6 World of Work

Career Motivation Program

The first phase of the Career Development Program, Career Motivation, with its goals of Awareness, Appreciation, and Motivation, emphasizes work as the meaningful activity engaged in by the child at home and at school.

For the elementary school child, work refers to the tasks in school and at home for which he has assumed a responsibility. Later those tasks become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

Career Orientation and Career Exploration Programs build upon this foundation of motivation for work. They deal more specifically, however, with work in the form of occupations. Not until after elementary school will the child be exposed to and assisted in becoming oriented to jobs and occupations as a part of career programs. At that time he will need to draw upon a foundation of healthy respect for work and responsibility. This healthy respect for work in the elementary school child is significant to his development as a person, as well as to his becoming a contributing member of society.

The Child and Work

For the child, entrance into elementary school begins his contact with the broader world outside his home. School allows him to deal with his sense of personal industry and offers him his first real experiences with work. At this time he is faced with the development of a sense of industriousness and he must become aware of and motivated to take part in the world of work around him. As he progresses through elementary school and his world expands, his work expands and becomes more complex and he develops a readiness to meet the challenge of sound career progress.

Thus, work in the Career Motivation Program has a special meaning for the child in his development as a person. During the elementary school year, he tends to develop either a sense of industry or a sense of inferiority. As he is assisted in becoming industrious, the child learns a number of valuable work lessons. These help him to grow as a person. They are closely related to career motivation and to subsequent career development.

The child learns that there are external criteria for evaluating his activities. Other individuals, teachers and peers, will determine how well he has performed his task. He learns that some of his activity should be productive. That is, he should produce something rather than engage solely in random activities. Subsequently, he discovers the personal rewards that come from completing a task. In the elementary school, he learns to utilize the tools of home, school and community. He discovers what they are, what they can and cannot do, and how to find and use them more efficiently.

Furthermore, he learns to share his tools and himself with others.

The child develops the skills necessary to accomplish the tasks for which he has assumed responsibility. He learns to discipline himself to the task at hand. Sometimes this means that he allows others to determine what he will do or what he will produce. He discovers that there is an external responsibility in work and an internal responsibility for work. He learns, by cooperating in a common task with others, that he can accomplish increasingly more complex and longer-range work. The result of engaging in work for the elementary school child is a sense of accomplishment through effort and will. He begins to sense the power of his own will and his own efforts. He develops a respect for the work he can do and for himself. The child who does not develop this sense of industry is a child with feelings of inferiority.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. Work means accepting responsibilities which require that tasks be completed. Some people work regularly at jobs for which they are compensated and some of these jobs can be described as occupations or careers. The motivation to engage in meaningful occupation or career development comes from a sound basis for work. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs this respect for work translates into career development.

Using the K-6 Career Motivation Guide

This Guide for the K-6 Career Motivation Program is intended for use by the elementary school teacher in the classroom as a part of on-going class activities. The Activities section is divided into three major parts to allow for flexibility in a school's curriculum. The first section is for grades K, 1, and 2 the second for grades 3 and 4, and the third for grades 5 and 6. Each major section is comprised of a series of units within a definite structure. Each unit consists of the following components:

Developmental Ojbectives
Behavioral Objectives
Activities
Sample Lesson
Teacher Notes and Comments
Coding Grid

Each component of the unit has the purpose of providing the structure for the unit, as well as focusing on an important aspect of learning. The structure of the K-6 Career Motivation Guide is as important as the content. As a pilot project this Guide is intended to be reviewed by those who use it and revised in both its form and content.

DEVELOPMENTAL OBJECTIVES

Developmental Objectives are the broad, generally stated, over-all objectives for the program. They are not intended to be measureable, but to give direction for the scope, sequence and level of the program.

Areas of Developmental Objectives

Developmental objectives have been written for three of the seven broad areas of career development. Each of these is divided into topics. These topics are further broken down into developmental objectives themselves, each objective comprising a unit. The seven broad areas and those for which topics and objectives have been written are listed below with the number of developmental objectives:

INDIVIDUAL AND ENVIRONMENT
- Why People Work
- Individual and Work
- Environments and Work

ECONOMICS - *Refer to K-6 Supplement to Consumer Education Curriculum Guide for Ohio*

WORLD OF WORK

- Varieties of Work
- Work Families
- Work Families in Environments
- Work Information in Vocational Guidance
- Work Characteristics in Vocational Guidance
- Processes of Vocational Guidance
- Dynamics of the World of Work

(EDUCATION AND TRAINING)- *To be developed*

(EMPLOYABILITY AND WORK ADJUSTMENT)- *To be developed*

(VOCATIONAL DECISION MAKING) - *To be developed*

SELF

Self-awareness		Interests
Self-acceptance	of	Aptitudes
Self-affirmation		Achievement
		Values

Levels of Developmental Objectives

Developmental objectives are written at three levels: Awareness, Appreciation and Motivation. These three levels correspond to the levels of knowing, accepting and affirming, or cognitive, affective and psychomotor. They represent the sequence by which a person becomes aware of himself or his environment, internalizes, and acts out what he learns. The levels represent a hierarchy of complexity; the outcome of any series of developmental objectives should ultimately be manifested in behavior. In the Career Motivation Program, "Motivation" refers to the readiness of the child to engage actively in the next step of career development.

BEHAVIORAL OBJECTIVES

Behavioral Objectives are the observable, measureable statements which give operational meaning to the Developmental Objectives. These statements are more useful when constructed by the teacher. Behavioral objectives can be written in three main areas each of which has a hierarchy of behaviors from simple to complex. They form taxonomies of behaviors.

COGNITIVE DOMAIN

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

AFFECTIVE DOMAIN

- Receiving
- Responding
- Valuing
- Organization
- Characterization of Value or Value Complex

PSYCHOMOTOR DOMAIN

- Perception
- Set
- Guided Response
- Mechanism
- Complex Overt Response

Each taxonomy has available a detailed guide for a hierarchy of behaviors. In applying the structure of these taxonomies in detail, important teaching-learning principles are used.

Behavioral objectives contain four basic elements. These comprise an instructional package which includes the activity and the outcome of that activity in measureable terms. These four elements are usually listed as follows. They are found in each unit.

- Situation or Condition under which the objective is measured.
- Client or Group for whom the objective was intended.
- Treatment or Activity which the client underwent.
- Criteria or Standard of the behavior measured.

Each teacher should develop her own personally meaningful objectives with her own students whenever possible.

ACTIVITIES

Activities are those teacher-planned, curriculum-based career motivation experiences which provide for the child's growth in the world of work. They are dictated by Developmental and Behavioral Objectives and comprise the child's learning situation. Activities can be classified by Levels, Integration and Student Units.

Levels of Activities (Spectrum)

Activities can be classified in three main levels, Vicarious, Simulated and Experiencing. Each level provides a higher degree of reality testing than the previous. These three main levels can be broken down as follows, providing an Activities Spectrum.

	Experiencing	
10.	Work: Task Experiences Actual Work Tasks	Part Time Job
9.	Guided Work Experiences Directed Work	Directed Job
8.	Work Setting Observation Work Samples Work Observation	Job Samples Job Observation
	Simulation	
7.	Simulated Work Environment School-Classroom Work Corners (Grocery Store, Doctor's Office)	
6.	Simulated Work Situations Games Role Playing	Individual Skill Activities
5.	Computer-Based Systems Computer "Counseling"	
4.	Interviews with Experts Interviews Career Programs	
3.	Programmed Materials Programmed "Counseling" Programmed Instruction	

Vicarious

2. Audio Visual Aids

   Films
   Slides
   Tapes
   Pictures
   Bulletin Boards

1. Publications

   Books
   Monographs
   Charts

Integration of Activities

Activities can be integrated into the curriculum in stages. Some Career Motivation activities are separate vocational activities and can be carried out as discreet units in and of themselves. Other activities are a part of a broader guidance related program. The final outcome of Career Motivation programs should be the integration of career education into the total curriculum of the school. As a part of the total school curriculum, the activities of the Career Motivation Program are identified by the area of Communication or by the Content Areas with which they are most closely related.

COMMUNICATION
- Oral
- Written
- Non-Verbal
- Observe - Listen
- Reading

SOCIAL STUDIES
MATH
SCIENCE
PHYSICAL EDUCATION
HEALTH
MUSIC
ART
LEISURE

or

INTEGRATED CURRICULUM

Student Units

Activities have been identified in terms of the student units for which they would reply. Individual-Independent activities can be carried out by the child himself. Individual-Guided activities are carried on by single students but require the assistance of the teacher. Small Group activities are those which are best suited to groups of about eight to twelve children. Class activities can be carried out with the entire class. In the Career Motivation Guide, these appear in the grid as Unit.

Independent or Individual
Small Group
Class

In some cases, activities are suitable for a complete grade level or for the entire school.

SAMPLE LESSON

Sample lessons have been suggested for each Developmental Objective Unit. These lessons consist of a title, a listing of the materials needed to conduct the lesson and a description of the procedures to carry out the activity. To complete the full application of the sample lesson, the teacher would develop Behavioral Objectives. Initially, these could be loosely related to the lesson for experimentation. Eventually they could be planned to apply to a specific child or children. The entire lesson could become an instructional package as the teacher becomes more familiar with it and its potential and as she develops the materials and procedures for conducting it.

The sample lessons presented in the Guide have been drawn from those found successful in elementary school classrooms. Each has been instructed so as to lead to a greater awareness of work, a deeper appreciation for work, or the motivation to work on the part of the child. Commercial packages are currently available as resources for lessons. Experienced teachers have developed their own. The Developmental Objectives and the Behavioral Objectives provide a guide for the teacher to build a well-balanced program scope and sequence.

TEACHER NOTES AND COMMENTS

The Career Motivation Program is a pilot project which is to be reviewed and revised. A section for Teacher Notes and Comments has been provided in each unit. This section has two purposes. First, it is intended that the teacher use each unit as a working guide, making notes and comments on how it best serves the purposes of her classroom. Changes, additions or corrections are highly encouraged to make the Program as functional as possible in every detail. Secondly, in revising the Guide it will be necessary to draw upon the evaluations of those persons who used it. At that time, the Teacher Notes and Comments will be useful for providing direction to the revisions.

The format of the Guide, including the notes and comments section should be that which is most convenient for the daily use of the classroom teacher. Suggestions for insuring convenience must come from those who use it. Teachers can provide valuable feedback for evaluating and revising the Guide in three ways.

1. Suggestions, changes or materials may be submitted directly to the Vocational Education Department.

2. Materials or suggestions may be presented to their own local coordinator.

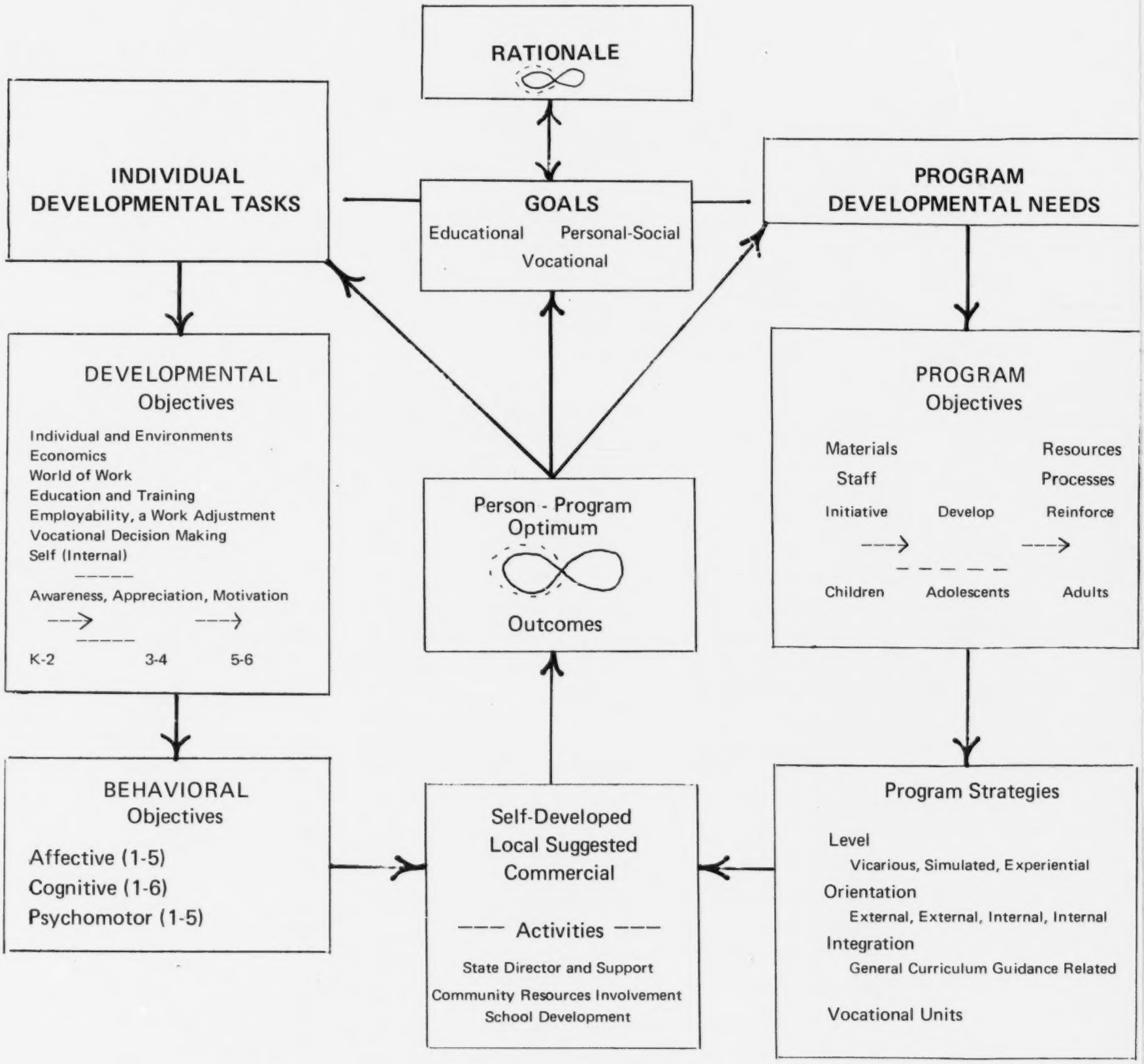
3. They can contribute to the revision workshops which are held during the summer following a year's use of the materials.

CODING GRID

The Coding Grid which appears with each unit is intended to provide a reference for the Suggested Activities numbered in the unit. It represents one way to reference activities according to spectrum level, child unit or curriculum. Each school and each teacher could best apply the Grid to their particular situation.

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2			•			•	•		•							
2	1	*							•	•			•	•	•	•	•
3	1			•				•	•	•			•				•
4	5		•		•			•		•							
5	3	*					•			•						•	•
6	2b	*					•			•						•	•
7	9	*					•			•	•	•	•	•	•	•	•
8	9	*	•		•	•	•	•	•	•							•

Code = number of activity in ACTIVITIES section
Spectrum = level of activity
Individual (star) = independent activity
Individual (dot) = individual-guided activity
Small Group = about eight to twelve students
Class = class size group
Communication = major communication activity required by the child
(oral, written, nonverbal, observe-listen, reading)
Subject Areas = closest related subject area (may not apply to integrated curricula)
(social studies, math, science, physical education, health, music, art)


RATIONALE
INDIVIDUAL DEVELOPMENTAL TASKS
GOALS
Educational
Personal-Social
Vocational
PROGRAM DEVELOPMENTAL NEEDS
DEVELOPMENTAL Objectives
Individual and Environments
Economics
World of Work
Education and Training
Employability, a Work Adjustment
Vocational Decision Making
Self (Internal)
Awareness, Appreciation, Motivation
K-2
3-4
5-6
Person - Program Optimum
Outcomes
PROGRAM Objectives
Materials
Staff
Resources
Processes
Initiative
Develop
Reinforce
Children
Adolescents
Adults
BEHAVIORAL Objectives
Affective (1-5)
Cognitive (1-6)
Psychomotor (1-5)
Self-Developed
Local Suggested
Commercial
Activities
State Director and Support
Community Resources Involvement
School Development
Program Strategies
Level
Vicarious, Simulated, Experiential
Orientation
External, External, Internal, Internal
Integration
General Curriculum Guidance Related
Vocational Units

THE INDIVIDUAL AND HIS ENVIRONMENTS

TOPICS:

Why People Work!

The Individual and Work

Environments and Work

In the broad area, The Individual and His Environments, three topics are developed. Work topics, the concept of work, the necessity of work to the individual and his physical and social environments, and the concepts of needs and wants are presented.

Individual topics, the interrelationships between people, differences among individuals, and environments are encouraged. The motivation to become a productive worker at his own level is fostered in the child. The expansion from family to the world corresponds to the natural expansion of the child's world.

WHY PEOPLE WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is a way of life.
Work is the acceptance of task responsibilities.
Play is Work.
Education is Work.
In later life, people work at jobs or other meaningful activities.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of school and home tasks, the child will be able to tell how we depend on at least three of them.
2. Given a discussion of play, the child will be able
2. to cite three ways play is work.
3. Given the completion of a school day, the child will be able to identify how school is his work by telling of his day in sequence.
4. Given a list of activities including play, school, work and home work, the child will choose one or more to complete.

ADDITIONAL BEHAVIORAL OBJECTIVES:

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Show a film of workers and daily schedules.
2. Read books about the life of workers.
3. Read story of sports figures who make work of play.
4. Discuss the tasks of some people we know. How do these people help us and others. For what tasks are they paid and for what tasks are they not paid.
5. Play house (Mother gets breakfast, Father goes to work, and children go to school).
6. Draw a series of pictures of the child's school day, i.e., going to school, working at desk, going home at night.
7. Add something new to the classroom such as a fish or an animal. List all new responsibilities or tasks necessary to maintain it. Have children accept these responsibilities by asking for volunteers to assume them.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Doing My Part" Bulletin Board

MATERIALS

Art Materials

PROCEDURE

1. Ask a child to describe verbally the steps required for him to prepare for school each day, being as attentive to detail as possible. Utilize this child's description as a sample on the board.
2. Ask the child if he can describe the steps one of his parents takes to prepare for work. Compare these with his, noting likenesses and differences.
3. Have each child provide an illustration of one or two kinds of tasks his parent performs.
4. Utilize steps 1, 2, and 3 for bulletin board display.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2			•			•	•		•							
2	1	*							•	•	•	•	•	•	•	•	•
3	1			•				•	•	•			•				•
4	5		•		•			•		•							
5	3	*					•			•						•	•
6	2 B	*					•			•						•	•
7	9	*					•			•	•	•	•	•	•	•	•
8	9	*	•		•	•	•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is man's way of creating, preserving, changing and rebuilding his environment and the important environments within which he lives are:

Family
School
Community
Society
World

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks performed at work the child will be able to match them with creating, preserving, and changing environments.
2. Given his own activities, the child wil be able to define his contribution to family welfare.
3. Given tasks performed as occupation, the child will be able to duplicate the task in performance.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss with various classroom guests the topic of "Why People Work".
2. Make charts emphasizing family members working together for benefit of entire family. Discuss ways in which work changes, preserves, or rebuilds the home setting.
3. List examples of how the following people contribue contribute to helping others in the home: plumber, carpenter, factory worker, doctor, lawyer, teacher, postman, grocery clerk, fireman.
4. Role play - how do doctors work for people?
5. Make a list of activities which would improve the physical appearance of the room: clean up committee, planting flowers. rearrange furniture. Have children select these and perform the duties.
6. Visit an area where new construction or building is going on. Identify the different work involved.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Environments Change"

MATERIALS

Art Materials

PROCEDURE

1. Assign students the task of going home after school and noting any changes which have taken place in the past few months or are currently taking place on the route home or in their neighborhood.
2. The following day, the children will be asked to draw "before" and "after change" pictures to be shown to other members of the class. The other students will attempt to determine what change the child is illustrating.
3. The child will then provide one or two sentences which indicate what he is illustrating, e.g., "We had an orchard behind our house. It's been cut down and a big insurance building has been built there".

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	•	•			•				•						•	
3	2B	•				•				•	•	•	•	•	•	•	
4	6		•		•		•			•		•		•			
5	9	★	•	•		•				•			•	•		•	•
6	8	★	•	•	•	•		•		•							•
7	2B		•	•	•	•		•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of individual differences in work.

Environment
Personal Characteristics
Preferences
Limitations

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given several kinds of work, the child will be able to state some personal characteristics which are more necessary to one kind of work than another.
2. Given a work task, the child will be able to list some of the characteristics needed to fulfill the task.
3. Given pictures of people dressed in different working outfits, the child will be able to tell in what kind of setting each person works.
4. Given a list of types of limitations which an individual might possess, the child will be able to pick one kind of work the person would be able to do and one kind he would be unable to do.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss questions:
   a) Why people work?
   b) What are some of the things you have to know or do before you can get a job.
   c) Why do some people like their jobs more than others like theirs?
2. Tape short speech from parents - "Why I chose My Line of Work."
3. Discuss work likes and dislikes of pupils.
4. Draw pictures of people engaged in various occupations.
5. Take walks and interview workers on road gang or in trucks or in stores.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Where Do They Belong?"

MATERIALS

Magazines, shelf paper, scissors, and paste

PROCEDURE

1. Have children name various work settings (office, factory, home, etc.) Divide a long sheet of shelf paper into sections representing the work settings named by the children.
2. Provide and have children bring in magazines which contain pictures of a variety of workers. Have the children cut out all the pictures of workers that they can find in the magazine.
3. Discuss the pictures one by one with the children and have them decide in which setting a worker would fit.
4. Some workers may not fit in any of the settings. The children should then be permitted to add new sections to the chart.
5. Children could continue to expand this chart an an independent activity.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5B		•		•			•	•	•	•	•	•	•	•	•	•
2	5	*		•	•			•		•							•
3	5B		•		•			•		•							
4	2B	•					•			•						•	
5	5	*		•	•			•		•			•	•			•

THE INDIVIDUAL AND WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that through work people meet their needs.

Food
Clothing
Shelter
Psychological needs - safety

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of items of food, clothing, shelter, safety, the child will be able to choose three basic needs for himself.
2. Given a description of work of people who serve us, the child will be able to cite the needs they meet.
3. Given small picture cards of workers the child will be able to match the worker with the basic needs he satisfies for other people.
4. Given class discussion each child will be able to contribute at least one idea about the topic of safety and when he does not feel safe.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View films about modern needs.
2. Make murals of workers, performing tasks aimed at satisfying others' needs.
3. Build a playhouse and make a list of needs; items needed to meet them, and who provides them and services them.
4. Collect pictures of the methods of many different cultures for providing food, clothing, shelter and safety. Use primitive as well as modern peoples. Discuss,
5. Have a discussion of feeling "safe" and feeling "unsafe". Have children tell what it is like not to feel safe. Discuss the workers who keep us safe. (From disease, accidents, others). Discuss how and when parents might not feel safe.
6. Collect and talk about pictures of tools for safety.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Different Ways of Doing Things"

MATERIALS

Magazines, scissors, paste, paper, class books

PROCEDURE

1. The class should discuss ways in which their needs are met.
2. The class may be divided into four groups - food, clothing, shelter and safety. Each group will find pictures or examples of how people from different cultures meet these needs. Primitive as well as modern cultures may be used.
3. Groups will then make a class presentation discussing the different ways that needs are met by the different cultures.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•		•	•		•							
2	2B	*	•	•			•	•		•						•	•
3	9	*	•		•	•	•	•	•	•						•	•
4	2B	*	•	•	•	•	•	•	•	•						•	•
5	5			•	•			•		•				•			
6	2B	*	•	•	•		•	•		•		•					•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is a way of fulfilling personal wants.

Personal accomplishments and satisfaction
Helping others
Belonging and love
Personal comforts

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of wants and needs the child will be able to separate them into proper categories.
2. Given a list of wants the child will be able to state how each may be obtained.
3. Given a list of people who display acceptance and love for the child, the child will be able to tell what kind of work the person does for him.
4. Given a child's list of significant others the child will be able to tell what kind ow work he does to help them.
5. Given five (5) tasks the child performs the child will be able to indicate verbally or nonverbally that he is satisfied with his accomplishment.

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Compose a list of "Wishes" for individual children or for the class.
2. Discuss how one might go about obtaining his wishes.
3. List items a person wants. Find the cost of the items. Discuss how much people spend on wants.
4. Compile newspaper clippings of people who receive reward or honors. Discuss what kind of work they did to receive these.
5. Role play a situation where you wish comes true. Tell all the ways it might have happened.
6. Construct a small toy shop. Use play money in trading items.
7. Make a list of tasks that could be performed to show others that you care. Select one to perform.
8. Make a chart for a given day telling all the necessary activities, goods and services the children use, perform or have performed for them. Make a second chart that includes as many as possible unnecessary but desirable goods, activities or services during a given day.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"I'd Like to Have. . ."

MATERIALS

Catalogs, newspapers, writing paper, picture dictionaries

PROCEDURE

1. Have children make a list of the things which they would like to have and how much they think each item will cost.
2. Look over the various items the children have listed and provide them with catalogs, newspapers etc. that list the actual cost of the items. Let the children determine whether their items will cost more or less than they had estimated.
3. Discuss with the children the cost of their items and how they plan to earn the money to get them.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

	Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	•			•	•				•								•
2	5			•	•			•		•								
3	2B	•				•					•							
4	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
5	6	⋆			•			•		•	•	•	•	•	•	•	•	•
6	9	☆	•	•	•		•			•	•		•			•	•	
7	2B	•				•	•			•								•
8	2B	⋆	•	•	•	•		•	•	•								•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is a way of fulfilling environmental wants.

Beauty
Recreation
Comforts
Space

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks performed in various settings including farm the child will be able to select work indigenous to farm life.
2. Given a comparative list of types of work the child child will be able to list six city jobs that do not exist in the country.
3. Given a tape of city sounds the child will be able to identify 90% of the related jobs.
4. Given one week of assisting on paper route the child will be able to report on his experience.
5. Given a list of tasks that represent essentials and nonessentials the child will be able to separate them into wants and needs.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Show filmstrip about city work.
2. Read a book about farm work.
3. Make step-by-stem mural of farm visit. Attach to scrool and show to class in video box.
4. Interview with farmers.
5. Visit farm
6. Walk in the city, observe jobs.
7. Compare sounds in the environment.
8. Plant garden in back yard and keep record of hours, cost, amount of growth.
9. Help on paper route.
10. Keep lists of essential and non-essential but desirable items and activities for one day. Discuss what makes a need and what makes a want.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A walk in the City"

MATERIALS

Camera, portable tape recorder

PROCEDURE

1. Plan a route that will take the children past various job sites. Explain to the children that the purpose of the walk is to listen and observe. Start the tope recorder at the beginning of the walk and take pictures which relate to the various sounds that are heard along the way.
2. Upon returning to the classroom, listen to the recording and compare those things which they saw with those which they heard. These sounds could later be made into a listening center in which the children could independently match the pictures taken on the trip with the sounds heard on the tape.

TEACHER NOTES AND COMMENTS

RESOURCES

					Units		Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2			•				•		•							
2	1			•				•	•	•							
3	2B		•		•		•			•						•	
4	5	•	•	•	•		•	•		•	•			•			
5	8			•	•		•	•				•		•			
6	8	*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
7	8	•	•	•	•	•		•	•	•	•			•			
8	9	•	•	•	•	•	•	•	•	•	•	•		•		•	•
9	10	•			•	•	•		•	•	•						
10	2B		•	•	•	•	•	•	•	•							

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us, tasks assigned to us

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVES - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of occupations the child will be able to name two farm occupations and five city occupations that are directly related.
2. Given a field of work in an oral recitation the child will be able to identify if it relates to other fields.
3. Given an art assignment the child will be able to depict how one worker cooperates with another or how one worker competes with another.
4. Given a list of tasks at home and at school the child will be able to tell who does them and if they were assigned or assumed.
5. Given an opportunity to observe play activities at school the child will be able to identify conflict situations and tell how they were resolved.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a mural depicting city and farm occupations.
2. View films about city and farm occupations.
3. Read about flower growers and florists to understand the cooperation needed between the two.
4. Role-play a situation in which one group consists of vehicle manufacturers and another of National Safety Committeemen to show how they depend on each other.
5. Visit two related work sites such as a car manufacturing plant and the State Patrol Office or a flour mill and a bakery to understand the interdependence between the two.
6. Place an item in the room with directions to to tell who handled that item from the time it was raw material until it reached the room. Assign tasks to small groups that (1) can be done best by one person (2) can be done by several.
7. Have children question other children to find out how their parents' work is related. See how large a related group can be formed by holding hands with those whose parents work is related.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"City-Farm Occupations"

MATERIALS

Large roll of paper, paint, yarn, chart paper, drawing paper, scissors, crayons and paste

PROCEDURE

1. Have the entire class help develop a list of farm occupations and city occupations which are directly related. Put this list on a chart for future reference.
2. Divide the class into two groups. Have one group draw the city occupations listed and the other draw the related farm occupations.
3. Divide the shelf paper into two large sections, one for farm, the other for city. Have children paste their pictures in the proper section.
4. Discuss the mural with the entire class and let individual children show how the city and farm occupations are related by joining them with colored yarn.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B		•		•					•						•	•
2	2			•				•		•		•					
3	1	★							•	•		•				•	•
4	6		•		•		•			•				•			•
5	9			•	•		•	•		•							
6	9	•	•		•	•		•	•	•							
7	5	•	•	•	•		•	•		•							

ENVIRONMENT AND WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work performed by family members and others in the home.

Mother
Father
Siblings
Extended Families

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a series of pictures the child will be able to identify work roles performed by family members.
2. Given appropriate information the child will be able to compare his family's work with four (4) culturally or ethnically different homes.
3. Given a home responsibility the child will be able to perform tasks daily at home.
4. Given a list of household tasks the child will be able to classify them according to who does them.
   - Mother
   - Father
   - Siblings
   - Self
   - Extended Family
5. Given the opportunity the child will be able to voluntarily assume the responsibility for a task at home.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview another family member.
2. Identify roles performed by family members through a variety of study prints or pictures.
3. Draw pictures of family members at work.
4. Compare family roles in other cultures to his own after viewing filmstrips and pictures and reading stories and poems.
5. Role-play work of family members.
6. Assume responsibility or perform one or two tasks in the home as agreed upon by family members.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Responsibility at Home"

MATERIAL

Chart, writing paper, pencil, drawing paper, crayons

PROCEDURE

1. Have the class dictate a letter to their parents or another family member asking permission to perform one or two tasks in the home. The letter could be written on the blackboard for each child to copy.
2. Have the class decide the length of time and number of days they wish to perform their chosen tasks.
3. Have children help make up a chart which they can take home and record their task performance on.
4. At the end of the given time, have each child draw a sequence story showing the steps taken in performing his task. These could be made books and placed in the reading center.
5. Talk with each child concerning such things as feelings about responsibility, evaluation of task performance and ways his task performance affected other members of his family.

TEACHERS NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	*			•			•		•							•
2	1	•			•	•		•		•						•	
3	2B	*					•			•						•	•
4	2			•	•			•		•							
5	6		•		•			•		•							
6	10	•			•			•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of work in the school.

Place of work
Type of work
People at work

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of workers in a building the child will be able to name six (6) workers in a building which the class has toured.
2. Given a general plan of the school the child will be able to identify five (5) workers in their proper locations.
3. Given a list of duties in the school the child will be able to list four (4) duties of a worker.
4. Given an occupation in the school the child will be able to identify the tools used in that occupation.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Write stories about the first day of school.
2. Bring janitors, secretaries, and administrators into the classroom.
3. Role play various school employees duties.
4. Tour the school and observe the employees.
5. Draw a pian of the school building and identify each employee's position.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Workers in School Tour"

MATERIALS

Map of school

PROCEDURE

1. Set up visitation schedule for one afternoon/ morning with school workers.
2. Talk about the people they will see in the school and what they think those people do. List on blackboard their responses.
3. List the questions they can ask the workers, such as:
   a. what is the name of your "job"
   b. what do you do for school
   c. what can you do for me
4. After the visits talk about what they saw and heard. Locate the place the worker works on the school map.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★				•				•							•
2	5			•	•			•		•							
4	6		•		•			•		•							
5	8	★		•			•	•		•							•
6	2B	★	•	•		•				•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work in the peer group.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a play situation the child will be able to detect the necessity of waiting his turn.
2. Given a group play situation the child will be able to state the necessity of putting away all play materials.
3. Given a task selected by peers the child will be able to perform it for the assigned time.
4. Given a ball game with teams the child will be able to share the ball with other players.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Develop with the children, a list of duties which they feel would facilitate classroom management. Place these duties on a chart and have the children perform them at a given time.
2. Given a story situation about an animal, such as as a beaver, the child will be able to act out a bridge building situation.
3. Read or listen to a story such as the Old Woman and Her Pig. Have the children make simple stick puppets representing each character in the story and retell it using the puppets.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Puppet Show"

MATERIALS

Book, i.e. The Old Woman and Her Pig, tongue depressors, paper and other scrap material suitable for making stick puppets

PROECEDURE

1. Read The Old Woman and Her Pig and discuss the events of the story until the children are well aware of the sequence of events.
2. The children then select the character for which they wish to make their puppet and construct it.
3. The puppet show is then performed for the class.
4. The class may then discuss what might have happened if the rat had not begun the process. The various situations may then be performed with the puppets.

TEACHERS NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	rHealth	Music	Art	Leisure
1	2B			•	•	•	•	•	•	•							•
2	6		•	•			•	•		•							
2	6		•	•	•	•		•	•	•						•	

WORLD OF WORK

TOPICS:

Varieties of Work
Work Families
Work Families in Environments
Work Information in Vocational Guidance
Work Characteristics in Vocational Guidance
Processes of Vocational Guidance
Dynamics in the World of Work

In the Broad Area, WORLD OF WORK, four topics are developed. Under Varieties of Work, Work Families, the concept of job is introduced as well as several classification systems. In Work Families in Environments, the major categories of work are explored as they can be ovserved in the various environments of the child. Under Vocational Guidance, work information, work characteristics and the processes of vocational guidance are presented. In the Dynamics of Work, various concepts are presented such as labor unions, change and expanding work world.

In this area an awareness and appreciation for the broader world of work is encouraged. Work information and the processes for finding one's way through the world of work are considered. A motivation to become a participating member of the child's current world of work and a readiness for an orientation to the broader World of Work as jobs are fostered.

VARIETIES OF WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work as "jobs" and "occupations".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given an understanding of work the child will be able to cite two (2) attributes of work.
2. Given three (3) tools the child will be able to match them with the names of the workers or work.
3. Given an understanding of "jobs" the child will be able to list (2) "jobs" performed by his parents in his "occupation". (Ex. "My father's occupation is plumbing; two of his jobs are putting pipes in new houses and repairing leaks in pipes."
4. Given three (3) tools the child will be able to manipulate the tools properly.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Provide and have children bring in magazines that contain pictures of various people working. Have the children cut out and classify in different ways.
   a. Place of work - indoor - outdoor
   b. Type of clothing worn
   c. Other pertinent factors
2. Provide a chart on which a child can keep a record of work which he carries out at home.
   a. Have the child make a picture book of these activities and dictate a sentence story about each activity.
   b. Have children form small groups and share their stories.
3. Have children bring in tools, work objects or parts of uniforms used in their parent's work and role play work settings using these costumes and tools.
4. Carry out one work task at home.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Matching"

MATERIALS

Picture of tools, vehicles, and workers

PROCEDURE

1. Discuss each picture with a small group of children.
2. Separate the pictures of the workers from the pictures of tools and vehicles. Display the pictures of the tools and vehicles on the chalk edge. Have each child choose a picture of a worker and match it with the tool or vehicle used in his occupation.

Follow-up

3. Using oak tag, draw or paste pictures of workers on one side and pictures of tools and vehicles on the other. Put a paper fastener beside each picture with yarn tied to each fastener on the left. Children can then attach the yarn to the clip aside of the related picture on the other side.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5		•	•	•			•									
2	2B			•		•			•	•							
3	2B			•	•		•	•		•					•		
4	6	•	•		•		•	•		•							
5	10	*			•	•	•	•	•	•						•	

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the importance of all "jobs.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - APPRECIATION - PSYCHOMOTOR)

1. Given a particular work situation the child will be able to match his work situation to pictures of various jobs.
2. Given a list of "jobs" the child will be able to indicate, verbally, one (1) or two (2) problems which might occur if a worker failed to perform one of his jobs. (Example: The custodian didn't sweep the halls.)
3. Given a study of "jobs" the child will be able to verbally indicate how a person might feel if he is told that he is no longer needed in his work.
4. Given a group project the child will be able to take part in a group project which involves cooperative effort.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss how the members of a family help one another by working in or out of the home.
2. Develop a class book of children's drawings showing how their work helps the entire families.
3. Learn songs about helpers.
4. Pantomine the work that each member of the family does and guess who it is.
5. Do a job at home supervised by parents and report it back to the class. Provide a form on which the parent could report back for sharing with the teacher and the class.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Making a Class Book"

MATERIALS

Construction paper, drawing paper, (optional) tape recorder, ear phones

PROCEDURE

1. Have each child perform a task at home.
2. Have him draw a picture of himself performing the task and dictate a short story about how his task performance helped other members of the family.
3. Collect all of the stories and put them in a class book.
4. The teacher could then record the stories for use in a listening center.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•		•							•
2	2B	*			•	•		•	•	•						•	•
3	6		•		•		•	•		•							
4	10	•			•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the interdependence of "jobs"

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the situation of an oral recitation the child will be able to cite three "jobs" performed in the school and how they each relate to the other.
2. Given the situation of an oral recitation the child will be able to describe a job he performs in the home and explain how it relates to the functioning of the family.
3. Given the situation of a task in the home the child will be able to relate how one member of his family might have felt when another performed or failed to perform his job. (Example: Father forgot to take out the garbage; what was mother's reaction?)
4. Given a task to perform in caring for a classroom pet, the child will be able to apply himself to the task completely and regularly.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Compare all the school "jobs" and discuss what would happen if any one of them were not performed.
2. Have the child describe a job performed at home and tell why it is important to his family.
3. Develop a class book of children's drawings of how they help at home, with a caption explaining why their job is important.
4. List on a chart all of the tasks children do at home. Have children help classify these tasks in categories;
   a. Things we do alone, for ourselves and others
   b. Things we do together
   c. Things that are done for us
5. Make a list of school workers who the children would like to visit. Develop with the children some questions which they would like to ask these workers. Tour the building to visit and interview these workers. Upon returning to the classroom, discuss the replies and draw pictures of the various workers.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School Job Performance"

MATERIALS

none

PROCEDURE

1. Each day for a period of one week, instruct various children not to carry out their assigned tasks.
2. Follow this experience with a discussion of the improtance of working together. Lead the children to the discovery that
   a. We are usually happier when we carry out our work tasks
   b. We can get more done in less time when we all cooperate

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5		•	•	•			•		•							
2	5	•	•	•	•			•		•							
3	2B	★	•	•		•	•		•	•							
4	2B	★		•	•	•		•	•	•							•
5	8		•	•	•	•	•	•	•	•							

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the division of labor.

RELATED BEHAVIORAL OBJECTIVES

1. Given work done at home by his father and mother the child will be able to list two (2) types of work which are always, or nearly always, performed by his mother rather than his father, and his father rather than his mother.
2. Given a list of work performed by school personnel the child will be able to list at least two (2) types of work unique to the teacher, the secretary and the principal in his building.
3. Given a list of tasks he does independently the child will be able to express verbally how he feels when he is given work which he is to do independently. (e.g., unload the dishwasher).
4. Given a small group project, the child will be able to do his job to complete the project.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Having seen a film concerning a factory and the product it produces, make a list of machines and specialists that were involved in making the product. Discuss how the division of labor in that factory makes it possible to produce more goods in less time and how factory workers depend on each other because their jobs are specialized.
2. Dramatized a day in the life of a particular worker. Have children change positions each day.
3. Develop plans for setting up a place of business which uses assembly lines to make products, such as a bakery, grocery, restaurant, art products, etc. Divide the various tasks and have children complete the product.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Making an Assembly Line Product"

MATERIALS

Construction paper (multi-colored), scissors, paste, crayons, pencil

PROCEDURE

To bring out the importance of the assembly line in factories, have the children produce greeting (or other seasonal) cards.

1. Divide the class into teams. Give each team a producation quota of fiteen cards. Have each team divide their labor.
   a. Fold cards
   b. Cut design
   c. Paste designs on folded paper
   d. Write greetings
2. At the end of the demonstration the class can discuss the advantages and disadvantages of an assembly line.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2			•	•			•		•							
2	6	•	•	•	•		•	•		•							
3	9	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•

WORK FAMILIES IN ENVIRONMENTS

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPREICIATION - MOTIVATION)

To develop an awareness of the work of his parents and family.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given his parents' occupations the child will be able to state what contributions his father or mother makes to the world of work.
2. Given a list of "jobs" the child will be able to name his parents' "jobs".
3. Given a list of "jobs" in his parents' work the child will be able to give two (2) ways in which his parent's work affects his individually.
4. Given some aspect of his family's work or role play the child will be able to act it out as he thinks it is performed by that member of his family.
5. Given his choice of work objects of family members the child will be able to draw or construct one object symbolizing the work of one member of his family.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Develop with the children a list of questions which they could ask their parents concerning their jobs. Using the information gathered from the questions, have the child make a diarama showing his parents at work.
2. Have child role play his parent's job.
3. Excuse child from school for a given time, so that he can visit and observe his parents at work. Have the child share his observation with the class.
4. Have each child name all of the people in his immediate family and tell one kind of work that person does in the home and away from the home.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Construction of Family Work Object"

MATERIALS

Salt or modeling clay (see Childcraft for salt clay recipe), blank work cards

PROCEDURE

1. The children should ask their parents what they do at work and what kinds of tools they use.
2. Have the children make the tools from clay. If salt clay is used, the tools can be painted.
3. Upon completion of the objects have each child print the name of his tool on a blank card. Set up a display of the tools.
4. Invite another classroom in to see the display. Have each child show his tool and explain its relation to the work of the family member that uses it. Allow for questions and answers.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•		•	•	•						•	•
2	6	•			•		•	•		•							
3	8	*		•	•		•	•		•							•
4	5B	•		•	•			•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of occupations represented by their parents.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHMOTOR)

1. Given an oral recitation the child will be able to state at least five (5) different kinds of work represented by members of the class.
2. Given three (3) jobs representative of the class members parents the child will be able to state whether the work relates to people, data or things.
3. Given five (5) types of work the child will be able to state two (2) ways in which they differ.
4. Given a list of the occupations of parents of class members the child will be able to work as a group member in constructing a bulletin board to illustrate occupations of parents of class members.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have each child name his parents' jobs and list them on a chart. Make a bulletin board which is divided into three classifications (people, data, things) have a child draw a picture of what his parents work with and put it in the proper classification.
2. Have a panel of parents who perform a variety of work tasks visit the classroom. Have children ask them questions concerning their occupations. This should be followed by a class discussion of how the occupations differed.
3. Visit two (2) family operated businesses.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role-play work of family member"

MATERIALS

Chart, small blank cards, box

PROCEDURE

1. Discuss work roles performed by various family members in home and list them on a chart. Go over the chart with the children several times to establish familiarity.
2. Copy each child draw a card and role-play the work role described on the card. Have other children try to guess what role is being played. (Teacher may have to help a child read his card.)
4. After a role has been played, have children suggest other ways of acting out the same role.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	•		•	•	•		•	•	•						•	
2	5			•	•			•		•							
3	8	•	•	•			•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of work represented in his school.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a dittoed worksheet the child will be able to classify the various tasks performed in his school.
2. Given a discussion of work in the school the child will be able to name five (5) tasks performed in his school.
3. Given a list of tasks performed in school and out-of-school the child will be able to identify those which are performed in school
4. Given the role of a school worker the child will be able to enact that role.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Draw a map of a school building and place workers in their areas by drawing characters or utilizing markers.
2. Word Games - Tour the building and take snapshots of the school workers. Have the children dictate a story about each helper and place the picture and story behind paper doors which can be opened. Put a work card on each door, if the child can read the work he can open the door.
3. Tour building and watch the workers.
4. Assist a school employee for half a day and then report to class the tasks performed.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Our Building Workers"

MATERIALS

Simplified floor plan of building, pins, cut-outs of workers small enough to fit on the building plan

PROCEDURES

1. Make a list of all known workers in the building.
2. Take a tour of the building to meet all workers and see if any were overlooked in the list-making. Observe work settings.
3. After the tour, return to the room and place the pictures of the workers seen on the school building floor plan to show the appropriate work settings of the workers. Place the floor plan where the children can see it, if they need, to before going someplace in the building.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Units: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•						•	•
2	2B	*	•	•	•	•	•	•	•	•							•
3	8	*	•	•	•		•	•		•							•
4	9	*			•		•	•		•							•

DEVELOPMENTAL OBEJCTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of his work role in the home and school.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks the child will be able to define certain tasks for which he is responsible at home and school.
2. Given a task the child will be able to explain why it is important.
3. Given a discussion the child will be able to state how the successfui completion of a task affects other members of the family.
4. Given available tasks the child will independently identify tasks and voluntarily complete them.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read stories of children working at home and school.
2. Draw a picture of home and another of school. List home jobs and school jobs. Explain feelings about these jobs.
3. Play charades - pantomining some jobs the child does at home and at schooi.
4. Select and perform a job at school and make a work chart.

ADDTIONAL ACTIVITIES

SAMPLE LESSON

"Classroom Tasks Pinwheel"

MATERIALS

Pin wheel of classroom jobs with slots for childrens' names, Classrooms work equipment including broom, mop, erasers, rags, water, and waste baskets

PROCEDURE

1. Discussion of the work "responsibility".
2. Show how responsibility exists on the part of the teacher and students
   a. Teacher role plays to show how she must make out report cards
   b. Have children role play to show how they must keep their desks clean
3. Have children establish "classroom responsibilities"
4. List "classroom jobs".
5. Fill in the pin wheel.
6. Establish rotation procedure for jobs and children.
7. Choose a time at which jobs begin.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*		•	•			•	•	•							•
2	2B	*		•	•	•	•	•	•	•						•	•
3	6	*	•	•	•		•	•		•							•
4	10	*					•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the basic differences in goods and services occupations.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a selection of pictures of workers the child will be able to correctly identify each as providing goods or services.
2. Given a list of occupations the child will be able to define the works' goods and services.
3. Given an assembly line project the child will be able to identify workers within his own groups who supply goods, services or both.
4. Given an assigned task the child will be able to perform the service or produce the goods.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have children name as many workers as they know who come to their homes to work. Have children find pictures of these workers in magazines and cut them out. Talk about these workers and decide whether they provide goods or services. Put these pictures on a bulletin board under the proper classification.
2. Let children pantomine a worker's activities and let children guess the name of the worker and tell whether he supplies goods or services.
3. Make peanut butter and have lunch. Decide who makes things, who serves people, who provides information.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Goods and Services" Shown for Goods only.

MATERIALS

Flannel board, cut-outs of goods, cut-outs of men who provide goods, hats, egg cartons

PROCEDURES

1. Arrange children around the flannel board which has men on ome side and goods, covered up, on the other half.
2. Hold up a poster of the word GOODS, Ask for opinions of what the word means. Explain the meaning of the word.
3. Put on a hat and explain you are now the "Eggman" and are going to deliver eggs to Johnny's house. Have one child role play the father and one the mother.
4. Discuss the situation just enacted. Ask the children to give other examples.
5. Uncover the flannel board. Call on various children to match the goods with the men who provide them.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•						•	•
2	6	*	•	•	•		•	•		•							•
3	9	*	•	•	•		•	•	•	•							•

WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the relationship between school and work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given an oral discussion the child will be able to cite examples of things that he has learned about the skills required of a school worker.
2. Given a dittoed worksheet the child will be able to state three (3) things used by workers in a business that he has visited.
3. Given a list of three tasks he performs at home the child will be able to talk about how what learns in school is a part of the tasks he does at home.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View films appropriate to the grade and see if they can identify where what they are learning was necessary.
2. Role play work situations such as "working at the super market."
3. Dramatize a day in the life of a worker. Then have the class discuss relationships between what the worker needs to know and what the class is learning in school.
4. Perform a classroom task (e.g., caring for guinea pigs) and report to the class what the job entails and what one needs to know to do the job.
5. Visit supermarkets and notice the different workers and what they do. List who uses reading, numbers etc. and who works with data, people or things.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Baking Cookies"

MATERIALS

Cooking mix, items necessary for baking, the school kitchen

PROCEDURE

1. With the class develop a letter requesting the use of the kitchen.
2. Review the methods, utensils and words to be used. Emphasize those to be used in the process.
3. Demonstrate to the class how measuring is to be done. Entertain any questions which arise.
4. As you run through the process, have the students keep a tally of the number of times something they learn in school is called for.
5. Assign the tasks of marketing, measuring, mixing, placing unbaked cookies on sheet, removing baked cookies for cooling, washing dishes, drying dishes, putting equipment away to groups of students. Make sure everyone participates.
6. Have a group of students prepare a place to eat the cookies.
7. Bake, place on rack to cool and eat.
8. Discuss with the class how many things mothers must know in order to prepare food and relate it to what they learn in school.
9 Write a letter with the class thanking the kitchen people for their help and the use of the kitchen.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•		•	•		•							
2	6	•	•		•		•	•		•							
3	6	•	•	•	•		•	•		•							
4	9	•			•		•	•		•							•
6	8	•	•	•	•	•	•	•	•	•				•			•

PROCESSES OF VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the wide variety of occupations in which an individual may become interested.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given stories about various occupations read to him by the teacher the child will be able to choose four or five which sound interesting to him.
2. Given films and/or filmstrips about various occupations the child will be able to name two or three people he knows whose occupations are the same as those viewed.
3. Given a picture dictionary or other source the child will be able to select three occupations which interest him.
4. Given a group discussion the child will be able to name at least ten occupations that exist in his community.
5. Given a group discussion the child will be able to name at least two occupations that do not exist in his community.
6. Given a trip to the library the child will be able to voluntarily choose a book about a worker and ask his parents to read it to him.
7. Given a role playing situation the child will act out a work role representing an occupational interest.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a scrapbook of pictures showing the child's work interests.
2. Make a bulletin board about "Different Workers We Know" - "Workers We Have Learned About"
3. Write a story, "If I were a . . ."
4. Write letters to different workers asking them why they chose their job. Have teacher or parent read answer.
5. Make a treasure chest. Fill it with pictures of various work items. Let the children select an item and tell how it is used in work.
6. Have children bring items from home which may be associated with certain occupations. Have children take out an item and see how many occupations it could represent. (Example: a can of corn - farmer, cannery worker, trucker, grocer, food broker.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Playing Work Interests"

MATERIALS

none

PROCEDURE

1. Hold a class discussion about different occupations. Encourage each child to express his interest in a particular occupation. Ask him to tell why he is interested in the occupation and to describe what kind of work he does.
2. From the discussion, prepare a list of role play situations. Let each child choose one work role of interest to him to role play.
3. Have the children do their role plays for the rest of the class. Afterwards, ask if anyone found that they were now interested in new occupations. Also ask if they learned about any new occupations. Use these questions as a basis for class discussion.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*				•	•	•	•	•						•	•
2	2B	*	•	•		•	•	•	•	•						•	•
3	2B	*				•				•							•
4	2B	*			•	•		•	•	•							•
5	5	*			•		•	•		•							
6	5	*		•	•		•	•	•	•		•					

DYNAMICS IN THE WORLD OF WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the evolution of various occupational roles in the home and school.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of homemaking or school roles the child will be able to select two (2) and explain the way they have changed.
2. Given a list of homemaking or school roles, the child will be able to identify those characteristic of early life and modern life.
3. Given pictures of new and old household utensils or school tools the child will be able to classify them into the proper category.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read story about the little red school house and farm house.
2. Discuss why workers' jobs have changed.
3. Make a mural depicting growth of living things.
4. Show film or film strip which depicts the one room school house.
5. Role play people working in the different historical eras at different jobs.
6. Make models of clay or wood to display the evolution of cooking methods. (from fire, spit, black iron pot, electricity, gas to sound waves).
7. Visit a museum and study early living of workers and their tools.
8. Present a style show depicting modern and old fashion dress. Discuss reasons for change in dress.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"The Evolution of Homemaking Occupations"

MATERIALS

Pictures of household utensils or tools from early days to to present, clay.

PROCEDURE

1. Discuss in general how and why certain occupations in the home have changed from early times.
2. Have the children given some examples of changes that have occurred.
3. Given the children a list of homemaking roles and have them identify those characteristics of early life and those of modern life.
4. Have the children match some household utensiis or tools with the roles they identified above. Match pictures that teacher provides or draw pictures.
5. Make models out of clay to display the evolution of a household task. Example: cooking from fire spit, black iron pot, electricity, gas, sound wave.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Limits: Small Group	Limits: Class	Limits: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•		•	•	•							•
2	5			•	•			•	•	•							
3	2B		•	•			•	•		•		•				•	•
4	2B			•	•	•	•	•	•	•							
5	6		•		•		•	•		•							
6	7	*	•	•			•	•		•		•				•	•
7	8	*	•	•			•	•		•		•					•
8	5B	*	•	•	•		•	•		•						•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the reciprocal responsibilities of parents and child.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks the child will be able to state which tasks are done for whom and how that person reciprocates.
2. Given a class discussion the child will be able to define reciprocal responsibility of each member of the family.
3. Given a doll house the child will be able to manipulate figures of family members performing their regular tasks.
4. Given a discussion of responsibilities the child will be able to name two (2) reciprocal responsibilities of parents and child.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read stories of families working together.
2. Read stories of camping and trailer life.
3. View films of the above.
4. Make lists of mother's and father's work in the home and how children can help.
5. Role-play mother and daughter, father and daughter, mother and father helping each other and working together.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Responsibilities of Parents and Children"

MATERIALS

Drawing materials, chart paper

PROCEDURES

1. Draw pictures of family members including pets.
2. List responsibilities of each member of the family.
3. Discuss how children have responsibilities and roles in the home.
4. Discuss what each child can do to help.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*		•	•			•	•	•							•
2	2B	*	•	•	•			•	•	•							•
3	2B			•	•		•	•		•							
4	2B	*	•	•	•	•	•	•	•	•							•
5	2B	•	•		•		•	•		•							

SELF

TOPICS:

Self - awareness
Self - acceptance
Self - affirmation of
Interests
Aptitudes and abilities
Achievement
Values and attitudes

In the Broad Area, SELF, seven topic areas are developed. These trace Self-awareness, Self-acceptance and Self-affirmation of the child through Interests, Aptitudes and Abilities, Achievement and Values and Attitudes. These correspond with the natural stages of growth of self from knowledge through Acceptance to Affirmation of self and others.

In this area the Self as subject is the major focus, as contrasted with the individual as object in the initial area. Self as subject requires that the person's own feelings, perceptions, and beliefs are dealt with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Self-awareness, Self-acceptance, Self-affirmation (Interests)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop awareness of one's own interest development.
Liked interests
Disliked interests
New interests

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of interest activities the child will be able to identify several current expressed interests.
2. Given a list of interest activities the child will be able to list several manifest interests.
3. Given a list of interest activities the child will be to list those he is not interested in or does participate in.
4. Given activities he does and does not like to do the child will be able to tell why he does or does not like to do them.
5. Given the reactions of others the child will be able to relate in a positive way to recognition of his interests by others.
6. Given a new task the child will be able to apply a latent interest to a task.

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss: "Some Things I Really Like to Do . . ."
2. Draw a pciture of himself engaged in a favorite activity or depicting a favorite thing.
3. Have others - peers, family - list the activities they believe he is interested in.
4. Act out his drawing and/or interpret another's drawing of his interests.
5. Designate a task in the room in which he expreses an interest and assumes responsibility for performing it for a period of time.
6. Designate an activity he does not like and try to perform it with a different attitude. Choose pairs who exchange like or dislike activities.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Happiness Is: Things I Like"

MATERIALS

Art supplies, magazines

PROCEDURE

1. Talk about how we decide the things we like and dislike. Put some samples on the board.
2. Have each child make a "Happiness Is" booklet of at least 10-15 things he likes by either cutting out a picture or drawing one.
3. Let the children share them by telling what his booklet consists of. As they talk categorize the likes on the board.
4. Discuss the word interests and relate it to their "Happiness Is Booklets.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

ADDITIONAL RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	★					•	•		•						•	•
3	2B	★	•		•	•		•	•	•							•
4	6	•	•		•		•	•		•							
5	10	★					•	•		•							•
6	9	★	•		•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPREICATION - MOTIVATION)

To accept one's interest patterns as uniquely his own and and growing.
Current
Exploratory
In change

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a situation where he can engage in activities the child will be able to discuss the current relationships between his interests and willingness with which he undertakes a task.
2. Given a situation where he can select activities the child will choose to explore new areas of possible interest to him.
3. Given a situation where he has new activities the child will be able to compare his current interest with those he has had in the past and those he may acquire in the future.
4. Given a discussion of interests of others the child will be able to compare his interests with those of others.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Develop a simple pictorial chart, using pictures cut from periodicals or his own drawings, depicting a current interest and its related task.
2. Assemble and bring to class a collection of items that might lead to a new interest. Child should be sufficiently informed about items to be able to explain origin, use, and/or application, as well as the potential expansion of the collection.
3. Keep a chart of "Things I do" during school hours and out-of-school hours. Compare charts with one another. Try to imagine what it would be like to do things others do. Guess why they do what they do and why I do what I do.
4. Interview several adults in his home or neighborhood to determine to what extent their interests may be related to their choice of occupation.
5. Invite resource people to the class to relate childhood interests to choice of career.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"My Interests"

MATERIALS

Interest materials

PROCEDURE

1. Discuss with the class, as a group, the possibility of interests changing as we grow. Ask the children to indicate any interest they formerly had, but which have changed, and to given examples of interests which they feel they may have in the future. (Based on knowledge of older brothers or sisters' or parents' interests.)
2. Have the children bring to school materials which indicate their current interests. Have each child do a short oral presentation focusing on his interest area.
3. Each child, after giving his oral presentation, will arrange his materials in a group display, including a written title such as "I like to weave pot holders".

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•				•	•		•						•	•
2	2B	★	•		•		•	•		•							•
3	2B	★		•	•	•		•		•						•	•
4	5	★	•		•		•	•		•							•
5	5			•	•			•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPREICATION - MOTIVATION)

To affirm one's interest development through meaninful work activities.

Current interests
Interest exploration
Interest growth and change

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given activities the child will be able to identify several which reflect his interests.
2. Given opportunities at home and in school the child will be able to select individual activities to explore new areas of interest and report back to the class.
3. Given opportunities at home and in school the child will be able to adjust his interest to his changing abilities and report new activities to class.

ADDITIONAL BEHAVIORAL ACTIVITIES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Construct a bulletin board of labeled snapshots which show the child participating in a favorite activity.
2. View pictures of a variety of activities related to possible interests of the individual child.
3. Role play several classroom tasks that have not previously been performed by the children in order to identify obstacles to developing new tasks.
4. Make a people - data - things chart to show how much time is spent at a particular kind of activity

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Awareness of Work Activities"

MATERIALS

Chart paper, drawing paper

PROCEDURE

1. Fold paper so you have large blocks for children to draw daily activities
   a. Getting up
   b. Getting ready for school
   c. Eating breakfast
   d. Going to school and daily work activities
   e. Eating lunch
   f. Completing the rest of the day
2. On chart paper report the child's information of how much time is spent on sleep, work, play, eating, etc.
3. Discuss these charts and pictures to see if the children realize "how" they spend their time on interest and other activities.
4. Discuss how we could have more time t do those things which we "like" to do? What can we do?

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

ADDITIONAL RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•			•	•		•							•
2	2B	•		•	•		•	•		•							
3	6		•		•		•	•		•							
4	2B	*	•	•		•	•	•		•	•						•

Self-awareness, Self-acceptance, Self-affirmation (Aptitudes)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To become aware on one's work aptitudes for school work.
Play
Home work
All activities

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given daily work the child will be able to judge specific scholastic abilities in relation to self and others.
2. Given social situations outside the classroom the child will be able to tell how he can work and play best with others.
3. Given a specific task the child will be able to carry out responsibility according to his aptitudes.
4. Given a rating scale the child will be able to identify aptitudes in others by viewing their actions.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Illustrate through poems and stories how abilities are necessary in performing certain tasks.
2. Role play two different people in specific job tasks one who lacks aptitude in that area and one who has aptitude for that task area.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Self Awareness & Play"

MATERIALS

Sociogram to be filled out by teacher or children which checks off certain social feelings while at play with others

PROCEDURES

1. First discuss the importance of cooperation, sharing, fair play, good sportsmanship, and other qualities needed in people who work and play well together. Ask what it means to have or to be a friend.
2. Give sociogram which includes things like;
   a. Who are your best friends
   b. Why do you like each one
   c. Do they play fair, share, etc.
   d. What makes a friend
   e. Are you a good friend, why or why not.
3. Later the teacher summarizes answers and discusses with the class the results. Maybe the class will need to add more or decide to leave out some ideas.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	•	•	•	•	•		•	•	•							•
2	6	•	•		•		•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To accept one's aptitudes as uniquely his and growing.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given information concerning his performance in a task the child will be able to identify his present aptitudes by relating his own performance ability.
2. Given a class discussion of individual aptitudes the child will be able to identify one or two areas of strength which he possesses.
3. Given a class discussion the child will be able to state verbally, one or two aptitudes which someone else possesses to a greater or lesser extent than he.
4. Given one of his stated aptitudes the child will be able to perform a task related to his aptitudes.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss the concept of individuality.
2. Write evaluations of their own abilities in specific activities
3. Interview parents regarding child's earlier ability in a specific activity.
4. Write and report a short play illustrating that a person's aptitudes vary in different areas.
   Goal: Acceptances of ones own abilities.
5. Prepare possible "life" chart beginning with limited aptitudes, continuing through present aptitudes, and projecting toward future aptitudes in performing the stated activity.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"The Concept of Individuality"

MATERIALS

Roll of brown paper, roll of white paper, chart paper
"I Want to Be" series

PROCEDURE

1. Have each child lie on a sheet of paper and have the teacher or another child trace around him. The child will fill in the details and cut out the outline.
2. After the project is completed, discuss the individual charateristics.
3. After and understanding has been achieved that each child has individual physical characteristics, have the children relate individual abilities that they possess.
4. Make charts of each child showing the abilities that he thinks that he possess at the present time.
5. This chart could be further be expanded to include include abilities he hopes to possess in the future.
6. Another expansion of the chart would be to show how these abilities could be used in the community community or in areas of work. At this level, the answers might not always be appropriate, but it would start the children generalizing as to the use of his personal abilities. This could also lead to some primary research work which could be develop in the Language Arts period (example: use "I Want to Be" Series).

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5		•	•	•			•		•							
2	2B	*				•				•	•	•	•	•	•	•	•
3	5	*			•			•		•							•
4	5		•		•	•		•		•	•	•	•	•	•	•	•
5	2B	*	•	•	•	•		•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

Affirm one's aptitudes through satisfying performance to self and others.

Educational
Personal
Work
Continued development

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHMOTOR)

1. Given an education situation the child with be able to discuss his aptitudes through his daily school work.
2. Given in-school and out-of-school social situations the child will be able to detect his socially acceptable manners.
3. Given a work situation the child will be able to detect his work aptitudes by completing a task successfully as evaluated by others.
4. Given a situation the child will be able to detect his ability for continued development of aptitudes by satisfactorily affirming current aptitudes.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss concept of pride in one's own aptitudes regardless of level (i.e. everyone does something well.)
2. Perform role-playing situation of activities demonstrating a child's aptitudes
3. Organize art contests, music contests, etc. so that each child may demonstrate his talents.
4. Have each child make a book titled: Things I Can Do. As a child accomplishes a task, he adds a page to the book with a sample of his work or a picture and story concerning the task. (I Can Read, I can Write, I Can Jump on One Foot, etc.)

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Self-Awareness"

MATERIALS

Chart paper, pictures of famous people who have well known aptitudes (singers, authors, etc.)

PROCEDURE

1. Show the pictures of famous people and see if the children recognize them. If not tell them what they are known for.
2. Hang the pictures of the people up on the bulletin board and put a clue next to each (example: M. L. King - bible, Nixon - White House).
3. Discuss the fact that everyone has some talent and an aptitude for a particular thing.
4. Go around the room and make a list of talents they they think they might have (ex: singing, dancing, reading, sports, math, writing, etc.).
5. Discuss the possibility of having a talent day and everyone do whatever he feels he does the best (ex: read a poem, sing, dance, play an instrument, discuss a sport, etc.)

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	6		•		•		•	•		•							
3	9	*	•	•	•	•	•	•		•					•	•	•
4	2B	*				•	•	•		•						•	•

Self-awareness, Self-acceptance, Self-affirmation (Achievements)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To become aware of one's work achievements.
In school
At play
At home

RELATED BEHAVIORAL OBJECTIVE

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks suitable to the child's developmental stage the child will be able to state, verbally, which of these he has accomplished.
2. Given the results of a classroom quiz or standardized test the child will be able to state verbally one or two skills he has indicated having through his performance.
3. Given a class discussion the child will be able to contribute one or two goals which he has achieved (e.g. learn to play ball, tie shoes).
4. Given a list of classroom tasks the child will be able to complete a task.
5. Given a task he completed or one he has seen at home the child will be able to duplicate the task for the class.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Participate in a hobby show.
2. Participate in a talent show.
3. Teach a new game or song to the class.
4. Act out open-ended sentences concerning one's achievements.
5. Each morning, develop with the children a list of tasks which they wish to accomplish that day in school. Keep this list on the chalkboard. At the end of the day have each child copy the name or number of the tasks which he feels he successfully completed. Ask individual children to name one or two of the tasks they completed.

ADDITIONAL ACTIVITES

SAMPLE LESSON

"Hobby Show"

MATERIALS

Small prizes, tables for display of hobbies

PROCEDURE

1. The class will have discussions on hobbies. Each child will have a chance to demonstrate or tell about a particular hobby.
2. Play one day for each child to bring his hobby for display.
3. Award small prizes or ribbons. It would be rewarding if each child got a prize for his hobby.
4. Allow children to question one another on their particular hobby. Provide those who are interested time to expand their hobbies or develop new ones.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	6	★	•		•		•	•		•					•	•	•
2	6	★			•		•	•		•			•		•	•	•
3	9	★			•		•	•		•			•		•		•
4	6	★	•		•		•	•		•							•
5	2B	★		•	•	•		•	•	•	•	•	•	•	•	•	•

Self-awareness, Self-acceptance, Self-affirmation (Values)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop a knowledge of one's work values.
- **Other's perceptions**
- **Influence on others**
- **Influence of others**
- **Morality**
- **Choice**

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a class discussion the child will be able to indicate verbally that his work values are perceived and evaluated by others.
2. Given a knowledge of his values the child will be able to explain how his values affect others who look to him for acceptance.
3. Given a cooperative activity the child will be able to talk about the influence of his peers and of others on his work values.
4. Given an understanding of the concept of morality the child will be able to identify his concern for morality through his daily work.
5. Given an understanding of values the child will be able to show how we choose friends and activities activities according to our values.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss the topics: "I like people who. . ." I don't like people who. . ."
2. Role play a situation displaying an interdependence chain - each link representing different values. Show what happens when one link is broken.
3. Organize small group activities in which each child has an opportunity to work both as leader and participant.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"I Like . . ."

MATERIALS

Magazines, scissors, pins, stapler, magic markers

PROCEDURE

1. Have a group discussion on the topics, "I like people who . . ." and "I don't like people who . . ." Encourage the children to describe things they do and don't like about people. Guide the children in the understanding that there are values that they hold.
2. Ask the children to select pictures from magazines that show people performing both activities approved of and disapproved of by the children. Have the children tell about their pictures.
3. Construct a bulletin board on values utilizing the pictures selected by the students. Ask the students to dictate a sentence about their pictures to the teacher and place the captions with the pictures on the bulletin board.
4. Ask each child individually to select three children according to his values, who he would consider as friends, and tell why.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	•	•	•	•			•		•							
2	6		▪		•		▪	▪		▪							
3	9		•		•		•	•		•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To accept one's own values as current.
Environmental values
Culture values

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given an experience with a child of another race the child will be able to explain that current values may be due primarily to environmental influence.
2. Given a difference of opinion with an adult the child will be able to discern that values can and do change as one matures.
3. Given some ideas, on which child and parent may differ such as staying outside after dark the child will be able to state his reasons why his feelings on the topic may differ from those of his parents.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read story which illustrates the values of a specific heor.
2. Interview older siblings (if possible - or parents) and compare one's values to his siblings' value.
3. Role play adults (parents and others) illustrating differing values if home care.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What If"

MATERIALS

none

PROCEDURE

1. The children will suggest values that they might change if they were adults. For example:
   a. Going to bed at any time
   b. Eating all the candy they want
   c. Playing outside after dark
2. Allow children to role play what might happen if one of these rules were not enforced by the parents.
3. Discuss the reason for having such a rule and the consequences of not having rules.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★				•			•	•							•
2	5	★			•			•		•							•
3	6	★	•		•			•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's preferred value patterns for personal and social benefits.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given leadership or participatory activities the child will be able to isolate his own values.
2. Given a list of names of people in his class the child will be able to choose at least three children who have values different from his own.
3. Given the task of choosing to work with other children most like himself the child will be able to select these children and cooperatively complete a given work assignment.
4. Given a group situation in which there are children with differing values the child will be able to work with this group in completing the task.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Video-tape the children playing and doing school work together. Show them the tape and talk about their reasons for some of their actions.
2. List some work values on the board. Talk about them with the children. Put the values on the cards in a box. Have a child draw one. Read it and name someone it fits. Have that person agree or disagree.
3. List the classroom tasks on the board. Have a child volunteer to don one, and have him choose someone, most like himself, with whom to work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Values Through Puppets"

MATERIALS

Puppets (family), puppet stage

PROCEDURE

1. Teacher can develop a short play using hand puppets with the theme revolving around "values". Children would be expected to observe situation and discuss it afterwards. Ex. Three child puppets playing a game where one is always bossing the others around. Dramatic display of conflict in group.
2. Teacher presents the children with this small episode.
3. Afterward children are encouraged to react to the situation with their ideas and opinions about what happened.
4. Teacher asks for class volunteers to develop their own "Values" situation and gives them five minutes to rehearse.
5. Children proceed and follow up with teacher-led discussion.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	8	★	•	•	•		•	•		•							
2	5			•	•			•		•							
3	9	★	•		•	•	•	•	•	•							•

THE INDIVIDUAL AND HIS ENVIRONMENT

WORLD OF WORK

SELF

3—4

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WHY PEOPLE WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that work is a way of life.

Work is the acceptance of responsibility in the form of tasks
Play is work
Education is work
In later life people work at jobs or other meaningful activities.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given four (4) different age levels from 5 through 80 the child will be able to identify at least five (5) different kinds of work appropriate at each age.
2. Given an understanding of "jobs" the child will be able to name at least five (5) adults who work at a job and three (3) who work without a job.
3. From the jobs named the child will give a description of their work and tell why they do it.
4. Given a study of the meaning of work the child will be able to write a short definition of work.
5. Given a school situation the child will be able to recognize and list the different kinds of work going on in the school environment.
6. Given two days in his life the child will be able to state what work he does at home and in school.
7. Given a list of class tasks the child will be able to choose one, complete it and state why it needed to be done.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Show films about people working.
2. Discuss the kinds of work and reasons for it.
3. Invite guest speakers to describe why they work. Plan ahead the kinds of questions to be asked.
4. Discuss the meaning of work for them and adults.
5. Interview adults in family and on the block to find out what work they do and why.
6. Plan rotating class work chart.
7. Take responsibility for selecting classroom chores from a previously designed list.
8. Decide on an object for class purchase and obtain it by pre-determined "best"
9. Visit volunteer work clubs.
10. Visit other classrooms and observe indications of work being done.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Nothing For A Day"

MATERIALS

None

PROCEDURE

1. Have the children use their imaginations to think about and talk about what it would be like to do nothing for a day.
2. Have the children write a story putting themselves in a situation in which they can do nothing for a day.
3. Have the stories read aloud. Have the class react to whether the child portrayed himself as doing nothing.
4. Select several stories to act out.
5. Discuss: Is it possible to do nothing?

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•		•	•		•							
2	5			•	•			•		•							
3	5			•	•			•		•							
4	5			•	•			•		•							
5	5	★			•			•		•							•
6	2B			•	•	•		•	•	•							
7	10	★			•		•	•		•							•
8	9			•	•			•		•	•						
9	8	★	•	•	•		•	•		•							•
10	8	★	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is man's way of creating, preserving, changing, or rebuilding his environments within which he lives are

Family
School
Community
Society
World

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given one (1) day the child will be able to identify at least ten (10) people who enhance his life from family, school and community.
2. Given one (1) day the child will be able to identify at least five (5) machines that enhance his life.
3. Given one (1) week the child will be able to identify on a map of his community
   a. at least two (2) new buildings or those under construction in new industries
   b. at least two (2) areas of renewal and park development.
4. Given a list of developments or new inventions the child will be able to state orally how they have have affected his life and/or in his family.
5. Given experiences with cultural events the child will be able to state orally at least two (2) or three (3) ways in which they have affected him or his community.
6. Given an understanding of work the child will be able to write about the effects of his work on some part of his environment.

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview parents and grandparents to obtain a list of home items each did not have as a child.
2. Collect pictures of a major product (e.g. automobile) as it has developed over a period of time and discuss changes and their relation to ideas.
3. Collect magazine and newspaper articles on ecology and pollution.
4. Make a scrapbook of change using everyday household items (e.g. washing machine)
5. Discuss and name kinds of people in the community who create, preserve, change or rebuild the environment.
6. Build replica of some landmark.
7. Tour community with family, noting change and growth.
8. Visit landmark in local area.
9. Brain storm in groups to come up with ideas for new inventions to make life easier.
10. Visit community council zoning commission to talk with them about projected community changes. Ask them to show the plans over a period of years to show that plans are changed in time.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A New Invention"

MATERIALS

None

PROCEDURE

1. Have the children talk about things they would like to see invented that are not presently available. (e.g. a maching that would curl your hair without using rollers; a new toy.)
2. Indicate to the class what the intent of this project is and that you expect the idea they develop will be something they can try to construct as a group.
3. Divide into small groups and brainstorm inventions. Have each group draw a picture of its idea.
4. Have the ideas explained and take a vote on that which is best and most feasible.
5. Divide into work groups for building. Draw up blueprints and gather materials.
6. Build the chosen object.
7. Discuss and evaluate the process and the product.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	★			•			•		•							•
2	2B	★	•	•	•		•	•	•	•		•					•
3	2B	★	•	•		•		•	•	•		•					•
4	2B	★	•			•	•	•	•	•		•				•	•
5	5B			•	•			•		•		•					
6	9	★	•				•	•		•	•	•	•			•	•
7	8	★			•	•	•	•	•	•							•
8	8	★	•	•	•	•		•	•	•							•
9	5		•		•			•		•		•					
10	8	•	•	•	•	•	•	•	•	•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that from many contributions to environments there are goods and services for the individual.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a complete list of community workers the child will be able to list five (5) to ten (10) workers in the community that benefit the individual.
2. Given a list of community helpers, the child will be able to write an illustrated story of at least one paragraph about one of the community helpers listed.
3. Given a list of community workers the child will be able to select a community worker and describe why he feels he would or would not like that work.
4. Given a unit on goods and services the child will be able to draw pictures of community workers performing various tasks, showing environment, dress and equipment.
5. Given an illustrated bulleting board of community workers, the child will be able to describe workers in their dress, type of equipment and environment in which they work.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View filmstrips on community helpers and discuss how each benefits the individual.
2. Listen to and question guest community workers.
3. Read about community services and helpers.
4. Make displays of goods and equipment used by community workers.
5. Make puppets. Develop and perform skits showing community workers discussing and demonstrating their tasks.
6. Interview a community helper and report to the class. Write to a community helper (one interviewed or visited) and thank him for his daily assistance.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Puppet Show on Community Helpers"

MATERIALS

paper mache, cloth scraps, large cardboard box, filmstrips on community helpers, books on community helpers, list of people in the community that would volunteer to be interviewed concerning their community jobs, paper and pencils

PROCEDURE

1. Class discuss project and how information may be collected to make plays realistic.
2. Students, as a group, list community helpers and then divide into groups of two or three to collect imformation on specific community helpers, produce puppets, and write and perform puppet show.
3. Students collect information via reading, observing filmstrips, or interviewing community helper.
4. Students make paper mache heads for puppets and dress appropiately.
5. Students develop play showing community workers discussing and demonstrating their "jobs".
6. Student perform skits.
7. Students list community helpers and list tasks that each performs. They may use ideas from the skits;

TEACHER NOTES AND COMMENTS

RESOURCES

			Units			Communication													
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2	★	•	•	•		•	•	•	•							•
2	5	•	•	•	•			•		•							
3	3	★	•	•	•	•	•	•	•	•						•	•
4	2B	•	•	•	•	•		•		•						•	
5	6	•	•	•	•	•	•	•	•	•							
6	5		•	•	•	•		•	•	•							•

INDIVIDUAL AND WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the importance of working together and working cooperatively in order to become contributors to the environment.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a group project outside the school the child will be able to cooperate in the planning and completion of the project.
2. Given participation in a group effort the child will be able to state his reactions to the effort and to evaluate his performance in carrying a specific aspect to completion.
3. Given a sociogram questionaire the child will be able to choose classmates that he would like to play and work with.
4. Given a specific group project assignment the child will be able to participate in project production.

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View two television news reports and make comparisons of facial expressions of the reporters.
2. Use video-tapes of groups and have students identify non-verbal community of group members through facial expressions.
3. Use role-playing to depict a playground situation or some problem typical of a class group.
4. Write and publish a newspaper and/or a book of short stories, assigning each child a specific task or duty to be accomplished to it completion.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What it Takes to Help a Group?"

MATERIALS

None

PROCEDURE

1. Present a list of various class situations for both entire class and small groups of children to act out. For example:
   a. fighting on the playground
   b. group games on the playground
   c. class in lunchroom
2. Discuss the parts played by various class members and the reasons why problems did or did not arise. What behaviors contributed to or helped to prevent problems?

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2	★			•		•	•		•							•
2	2		•	•			•	•									
3	6		•	•	•		•	•		•							
4	9	★	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that through work people meet their needs for

Food
Clothing
Shelter
Psychological needs - safety

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given items of food on a list the child will be able to:
   a. list the food needed for his family for three meals.
   b. identify the cost of the food on his list.
   c. indicate the different stores at which the i items will be purchased.
   d. cite those food items which can be grown at home.
2. Given items of clothing on a list the child will be able to:
   a. name clothing which can be made in the home and that which is usually bought.
   b. compare cost of items of clothing.
3. Given a study of shelters the child will be able to:
   a. name ways of obtaining shelter.
   b. name those things needed in connection with shelter (maintenance, utilities.)
4. Given class discussion the child will be able to tell under what conditions a person is not safe, who makes the condition safe, how it feels not to be safe.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Listen to teacher or other speaker provide typical monthly prices for utilities.
2. Collect pictures and prices of clothing from catalogs and magazines.
3. Collect grocery ads and the house ad section from a local and out-of-town paper.
4. Do a picture study on shelters past and present. Discuss ways of getting shelter today - renting - buying - building.
5 Discuss why food, clothing, shelter and psychological safety are basic needs.
6. Visit a local grocery to check prices of food lists and build a grocery store in the classroom.
7. Make a garden and/or an item of clothing.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Planting a Vegetable Garden "

MATERIALS

Soil, seeds, containers, suitable conditions for growingi the plants, small garden tools.

PROCEDURE

1. The class will plant seeds for a small vegetable garden. Some suggestions might be lettuce, spinach, radishes, green peppers etc.
2. Each member of the class will care for the plants and observe their growth.
3. The different stages of growth will be noted and discussed. The advantages and disadvantages of growing a garden will be discussed.
4. When the vegetables are ready the class may put them together and have a tossed salad.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

	Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5				•	•			•		•	•						
2	2B	★	•					•	•	•	•	•						•
3	2B	★	•					•	•	•	•	•						•
4	2B	★	•	•	•			•	•	•	•	•	•				•	•
5	5		•	•	•				•		•				•			
6	8	★	•	•	•			•	•	•	•	•						•
7	9	★	•					•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is a way of fulfilling personal wants.

Personal accomplishments and satisfaction
Helping significant others
Belonging and love
Personal comforts

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the opportunity to construct a bulletin board around the theme "Work Meets Personal Needs." the child will be able to make his list and explain it to the satisfaction of the teacher.
2. Given the responsibility for finding and carrying out a job in the home, school, or community the child will be able to explain how his job was of help to others and/or was satisfying to himself.
3. Given a stated personal want the child will indicate why he wants it, and ways he could work to obtain it.
4. Given the opportunity the child will be able to write a short story telling of something he did that he felt was an accomplishment for him and/or was satisfying
5. Given a list of ten (10) items the child will be able to state orally whether they are basic needs or personal comforts and why.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Develop a bulletin board around the theme "Work Meets Personal Needs" such as health, friendship, and belonging.
2. Keep individual records for one week of work that was done that fulfilled personal needs. At the end of the week share lists.
3. Make a list of the items a child would want if he had $1.00, $5.00, $10.00.
4. Develop a play which illustrates that cooperative efforts can bring personal satisfaction.
5. Do volunteer work in the community. Discuss how personal needs were met.
6. Visit with the children in a children's home or orphanage.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Children's Home / Hospital Visit"

MATERIALS

tape recorder, transportation

PROCEDURE

1. Discuss with the children (and tape) what would happen to them if their parents were not able to care for them as a result of an accident, death or unknown circumstances. As they state alternatives ask what would happen if none of these were available.
2. Discuss (tape) with them what they think it would be like to be in a home or orphanage and how they would feel.
3. Have the class spend one-half or one full day the with the children in a home or orphanage. This could be a week day or Saturday.
4. Follow-up the visit by listening to the pre-tape thinking and feeling and compare it with the experiences of the day.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•			•	•	•	•	•						•	•
2	2B	★				•				•							•
3	2B					•	•			•	•						•
4	6		•		•			•		•							•
5	9	★	•		•		•	•		•							•
6	8	★	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work is a way of fulfilling environmental wants.

Beauty
Recreation
Comfort
Space

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a certain kind of work the child will be able to list several ways that this work could fulfill his environmental wants.
2. Given some type of work of his choice the child will be able to tell which environmental wants are met through this work.
3. Given a field trip to a park the child will be able to list environmental wants that may be satisfied there (e.g., beauty, reaction, space etc.) and to indicate the ways in which he may find satisfaction in these areas.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have the child keep on expense account to determine how he spends money to satisfy environmental wants.
2. Take a trip to a park to demonstrate how enviornmental wants are met for some people.
3. Make a bulletin board of government sponsored recreational facilities. Gather pictures from pamphlets from the State of Ohio. Emphasize these parks are availabe to everyone because of the workers' taxes.
4. Have each child assume he is a worker and has just received his paycheck. Have him write a story to tell how he would spend his money after all bills were paid.
5. Carry out jobs outside of school for which there is or is not a material reward. Ask the child to determine whether the job satisfies an environmental want.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Expense Account"

MATERIALS

Ditto master and paper

PROCEDURE

1. How and why of expense accounts
   a. Discuss why people keep expense accounts
   b. Through mathematics show how to keep an expense account. Include ideas such as balance, amount received, amount spent.
2. Individual expense accounts
   a. Given each child an expense account chart such as the one below

Date	Amt. Rec'd	How Rec'd	Amt. Spent	Purpose	Balance

   b. Discuss how to use the chart.
   c. Have each child record his monetary transactions for a predetermined length of time (such as a week).
3. Class discussion of expense accounts.
   a. Have the class discuss:
      1) The various ways they got their money.
      2) The various ways they spent their money.
      3) Whether money was left at period's end.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★				•		•		•	•						•
2	8	★	•	•	•		•	•		•							•
3	2B	★	•	•		•	•	•	•	•						•	•
4	2B	★				•		•		•	•						•
5	9	★	•	•			•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To appreciate the role of community service workers as contributing to people.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of community workers the child will be able to describe in written form what service these workers supply to him, his family and his school.
2. Given the telephone book and a map of the community, the child will be able to locate the ambulance service, fire station, police station which serve his community.
3. Given different situations requiring workers, the child will be able to indicate verbally to whom he will go and why.
4. Given one week time period the child will be able to chart the number and kinds of public service workers he encounters and what they did.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview public service workers (fireman, police, sanitation, postal, city maintenance)
2. Research and discuss the various duties and contributions of the public service workers.
3. Build a community service system within the class room and act out the roles.
4. Plan and present puppet skits on service workers.
5. Implement work tasks of the community service workers within the school.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Puppet show on Community Workers"

MATERIALS

Paper bags (hand size), art supplies, pictures of community helpers, puppet theatre.

PROCEDURE

1. Review with children community helpers and list all of the workers they can think of. Discuss how they serve us and situations in which we might need them.
2. Have class break up into small groups, choose one (1) or two (2) workers, make paper bag puppets portraying them.
3. Have each group choose a situation or problem involving its workers and write a short skit (3 - 5 minutes)
4. Have each group present their skit and have the class members react to it, i.e., was the problem one the workers would deal with; what experiences have they had with that worker; how do they feel about it.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	★	•	•	•			•		•							•
2	5	★	•	•	•	•		•	•	•							•
3	7		•		•		•	•		•							•
4	7		•		•	•	•	•	•	•						•	•
5	9	★	•		•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 6)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of the importance of working together to accomplish more than an individual could accomplish.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of tasks to do in school or at home the child will be able to tell those he does on his own at home or in the classroom, those which others do for him, and those that are best done in a group.
2. Given a list of products the child will be able to state which ones would best be produced by several people working together.
3. Given a work situation the child will be able to cite advantages and disadvantages to individual and group production of products
4. Given a field trip to a local industry the child will be able to describe the postiive outcome of group work.
5. Given a single task description the child will be able to state in writing if, how and why a group could perform it better and more efficiently.
6. Given a task performed by a group the child will be able to state orally how he felt about working with the group and the task performed.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a product flow chart for some classroom object showing individual and group input.
2. Discuss advantages and disadvantages of individual and cooperative work carried out at home and in the classroom.
3. Take several simple tasks that an indivudal or a group could do and record the completion times for an individual and for the qroup. Compare.
4. Decide upon a product that tne class could produce in quantity and quality best as a group. Produce it.
5. Visit plant in which cooperative work is illustrated. Ex. assembly line.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Produce Flow Chart - Worker Oriented"

MATERIALS

Resource books, wide shelf paper, art supplies, resource people

PROCEDURE

1. Choose an object, such as a desk, and trace its origin to the planting of the tree with emphasis on the workers involved at each stage.
2. After the stages have been tentatively outlined have the students break into small groups and research each stage to define the kinds of workers involved and whether it is an individual or group effort.
3. Have the chart put on shelf paper distinguishing individual from group workers.
   Partial Example:

Stages	Workers involved
Desk	Student
Classroom	Teacher moves
School	Custodian places
Van	Driver, loader
Tree	Planter

4. After the chart is finished invite someone from each stage for a panel discussion of cooperative efforts and ask them to check their stage of the flow chart.

TEACHER NOTES AND COMMENTS

RESOURCES

				Units			Communication													
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•		•		•		•							
2	5			•	•			•		•							
3	6	★	•	•		•	•	•		•	•						•
4	9	★	•	•	•		•	•		•	•						•
5	8			•			•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 7)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us; tasks others assign to us

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the responsibility of carrying out a specific task in the writing of a class newspaper the child will be able to carry out the task and explain how his job related to the end product.
2. Given the titles of three (3) workers in the school the child will be able to state in written form how they must work with each other.
3. Given a task he performs at home with another the child will be able to state orally a time in which conflict occurred, how it was settled and how he felt about it.
4. Given a classroom situation in which disagreement occurs over how to settle a problem the child will be able to list alternative solutions and the advantages and disadvantages of each.
5. Given the food ads from the newspaper the child will be able to indicate how the stores compete with each other. (prices, quality of display, extra benefits)

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Create mobiles depicting the need for various workers in the community. The teacher may stress the need for "balance" of producers of goods and services in making the mobile.
2. Invite people to speak to the class about the work they do and how competition, cooperation, compromise, adjustment, conflict and power are involved.
3. The children may dramatize the following situation. Mr Williams is a butcher in a meat market. One morning he gets ready to go to work, but finds he has a flat tire so he calls the service station. Mr. White, an employee of the service station, comes to fix the flat tire so that Mr. Williams can go to work as a butcher. Mr. White receives a phone call from his wife asking him to bring home some steak for dinner, so he stops by the meat market to buy meat from Mr. Williams.
4. Plan and publish a class newspaper so that each child has a "job" which contributes to the final product.
5. Take ads from two stores offering comparable products for comparable prices. Visit the stores and compare the quality of the products based on previously developed criteria.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Class Newspaper"

MATERIALS

Newspaper, ditto masters

PROCEDURE

1. Bring in copies of a newspaper and discuss with the class the various parts of a newspaper (i.e. sports page, editorials, etc.).
2. Discuss the tasks involved in producing a class newspaper (i.e., feature writers, cartoonists, typesetter, proofreaders, etc.).
3. Divide the class into groups according to their preference and interests. Set a deadline for the completion of their task.
4. Work with the individual groups discussing improvements and changes.

5. Have the children copy their work on ditto master, preparing for the publication.
6. Take each group to the ditto machine, explaining the duplicating process and perhaps allowing them to run off their own work.
7. Have children review and then distribute the newspaper.
8. Evaluate with the class the total group process- cooperation, compromise, etc. Relate this to cooperation in the world of work.

TEACHER NOTES AND COO

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•				•	•		•						•	•
2	5			•	•			•		•							
3	6		•		•		•	•		•							
4	9	★		•		•	•		•	•	•	•	•	•	•	•	•
5	8	★	•	•	•	•	•	•	•	•	•						•

DEVELOPMENTAL OBJECTIVE (UNIT 8)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of individual differences in work
Personal characteristics
Environment
Preferences
Limitations

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a study of civil rights laws the child will be able to describe past situations when job discrimination existed.
2. Given his local community environment the child will be able to identify and tell about local situations where discrimination exists.
3. Given a list of school activities the child will be able to identify the areas where he would or wouldn't be accepted and indicate the reasons for his answers.
4. Given a list of the four seasons of the year the child will be able to indicate the kinds of work he does at home during each season and state reasons for his answers.
5. Given a list of work tasks the child will be able to to demonstrate that boys do some work, girls do other work and that some work can be done by either boys or girls.
6. Given a film of groups at work the child will be able to recognize ways individuals differ in communicating in groups non-verbally.
7. Given a mismatched set of pictures of workers at work and climates the child will be able to match them correctly and give a reason for his choice.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICATIOUS - SIMULATED - EXPERIENTIAL)

1. Research work opportunities for persons of various races, creeds, and sex and those which require various physical characteristics.
2. List various types of groups in both the classroom and the school and discuss.
3. Show film strips of different climate areas and discuss appropriate and inappropriate kinds of work.
4. Define role situations in which discrimination is practiced.
5. Observe workers and list ways in which they do or do not fit their jobs.
6. Have each student write one characteristic which others might not like: role - play the characteristic and have others responses.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Characteristics and Want Ads"

MATERIALS

Wants ads from newspaper

PROCEDURES

1. a. Have children bring in the want ads from local and out-of-town newspapers.
   b. Choos ads that illustrate a variety of "jobs".
   c. Discuss the qualifications necessary for each job such as age, sex, education, special skills, physical abilities, etc.
   d. Have the class explain why certain qualifications are mandatory in a particular "job" and why these qualifications may vary in different "jobs".
2. a. Study the same wants ads to determine "jobs" the children would expecially like to have;
   b. List reasons for their choices including interests, working environment, salary, preferences, etc.
   c. Relate these reasons to the adult world and generalize what adults have to take into consideration when choosing a "job". Include personal limitations as well as qualifications.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	3	•	•		•	•			•	•							•
2	2D	•	•	•	•	•		•	•	•							
3	2	★	•	•	•	•	•	•	•	•							•
4	5B		•	•	•			•		•							
5	8	•	•	•	•	•	•	•	•	•							
6	6	•	•	•	•	•	•	•	•	•							

ENVIRONMENT AND WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of work done by the family.
In the home
Away from the home

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a chart of his family's work the child will be able to state in written form the work each member of the family does and how it benefits the family.
2. Given three (3) tasks he has done at home the child will be able to tell which he did well, which he did poorly and how he felt about each.
3. Given a list of adult members of the family the child will be able to state orally the name of their occupation and what kind of work they do away from home.
4. Given the time period from the close of school one day to the beginning of school the next day the child will be able to state three things that he did that he felt contributed to the family's work and explain how they were a help.
5. Given an assigned task at home that he did not complete, the child will be able to tell how it affected the family and how he felt about it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss "Work I did Which Made More Work."
2. Discuss what happens at home when people do not do their tasks.
3. Talk about work done outside the home.
4. Have the children identify members of the family as workers and have them explain how the work of each member helps the rest of the family.
5. Act out the playlet, "Should Father Fix the Sink?" Have the children play their own fathers.
6. Pantomine some member of the family engaged in a task at home. Try to guess the task.
7. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.
8. Demonstrate a job in the home that he feels he does well and explain how that helps the family.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Study of Work Roles in Family"

MATERIALS

none

PROCEDURE

1. Compile a list of work roles done by members of the family
   ex. mother - cook, seamstress, nurse, dietitian, chauffeur, handywoman
   father - repairman, chauffeur, judge, banker
   children- gardener, dishwasher, etc.
2. List work roles on separate dittoes for each member with key for 1) done alone, 2) done with others.
3. Write letter to family members asking their cooperation for one week.
4. Carry out the study.
5. Compile the results, adding any new found roles, on a chart and discuss in terms of division of labor, skills; dependence, independence, interdependence; feelings about what and who involved.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	•		•	•			•		•							
2	5			•	•			•		•							
3	5			•	•			•		•							
4	5	•		•	•			•		•							
5	6		•		•			•	•	•							
6	6	•	•		•			•		•							
7	7		•		•			•		•							
8	6	★			•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation for work in the school.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of school jobs the child will be able to list the types of work done in the school.
2. Given a bulletin board entitled "The School Team" the child will be able to explain the value of the service each member of the school team performs.
3. Given a class discussion the child will be able to explain how he is a valuable worker as he does his part in school.
4. Given an opportunity to establish a new school os his own choosing the child will be able to identify five new kinds of work not found in his current one.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Conduct school worker interviews
   a. What is the name of your job?
   b. What do you actually do?
   c. What kind of personal qualities are required?
   d. What kind of training is necessary?
   e. Why do you think your job is important?
   f. What personal satisfactions do you receive from your job?
   g. Your job is dependent on which other workers?
2. Play "Who Am I" or "What's My Line" with the school workers' jobs.
3. Gain permission for a child to "spend the day" with a school worker (secretary for the day).
4. Discuss the importance of work within the schoolroom - responsibility, cooperation etc.
5. Choose and carry out a task which is important to the functioning of the school.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School Workers - How They Help Us"

MATERIALS

Art paper, paints

PROCEDURE

1. After the school workers have been interviewed, the children will divide into committees and each committee will be assigned one school worker which was interviewed.
2. Each committee will construct a chart illustrating the assigned worker performing a task related to his job.
3. Underneath the illustration, some other members of the committee can write a report of the questions answered during the interview.
4. After the above assignment is completed, the class could then discuss if the occupations were performed (or required) in the past (i.e., ten years ago) and if the occupation will still be in existence in the future (i.e., ten years in the future).

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	L…
1	5	★	•		•		•	•		•							•
2	6	•	•	•	•			•		•							
3	8	★	•		•		•	•	•	•							•
4	5B		•	•	•		•	•		•							
5	9	★	•		•			•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the school's role in preparing the individual for the world of work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given two respective activity lists the child will be able to list activities he does in the school as related to what he does out of school.
2. Given a list of qualifications for five (5) occupations the child will be able to explain ways in which the amount of education may affect his future work.
3. Given a guest speaker the children will be able to hear another's view of how school prepares for work, and then react to him.
4. Given a class walk the child will be able to cite examples of people at work in jobs they would someday like to do.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Let the children imagine what it would be like if we had no schools.
   They will probably react with, "That would be great." After the initial enthusiasm has worked down, ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school.
2. Role play a situation in which an employer is interviewing an applicant for a job. The applicant has never gone to school or had any training.
3. Involve reading, writing and arithmetic in planning a party or parent visitation. This would involve food preparation such as cookies and punch and writing invitations. After the party or visitations, the class should discuss how school knowledge helped them plan the party.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Ordering From a Catalog"

MATERIALS

Order blanks, catalogs, pencils

PROCEDURE

1. Have class discuss what kinds of items we can order from catalogs and why we use catalogs in place of shopping at the store.
2. Provide each student with a book catalog and have him list three book he would like to order.
3. Given students order blanks. Explain how they would enter their desired books in terms of: quantity, code number, item name, amount, total, and tax.
4. Discuss how ordering helped students prepare for future tasks and wants.
5. Students mail their orders.
6. When students receive their order, have them distribute the books by comparing reproduced copy of order with student copies.
7. If mistakes occur, have students discuss what procedures to take to solve the problem.
8. Have each student write report on what new things he has learned, and what new skills he may apply to future tasks.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

	Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1		6		•	•			•	•		•							
2		6		•	•			•	•		•							
3		6		•		•	•	•	•	•	•							
4		5B			•	•	•	•	•	•	•	•						

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the work in the peer group.

RELATED DEVELOPMENTAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given out-of-class activities the child will be able to recognize and talk about those situations in which he participates with classmates.
2. Given a work problem to solve the child will be able to work as a part of the peer group solving the problem and evaluate the problem results and member participation.
3. Given a video tape of any class situation the child will be able to verbalize behavior he likes and dislikes in the tape he sees and provide the reasons why.
4. Given the task of identifying work he does with peers the child will be able to list five (5) kinds of work he does out of school and the people with whom he does it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss with students the may places and times that they see each other, and the variety of things they do together.
2. Cut out pictures and have students describe whether or not they like the person in the picture. Discuss any additional information needed.
3. Cut out picture of groups. Discuss the kinds of groups pictured and what they are doing and talking about.
4. Act out behaviors they see in groups of people that they like and dislike.
5. Observe a group at work. Watch for verbal and non-verbal behavior that is positive and negative.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Can You See Yourself"

MATERIALS

Old clothing, hats, shoes, role playing script, tape recorder, magazines

PROCEDURE

1. Develop with the class an understanding of the different personalities found within groups. This can be done through class discussions of what we like and dislike about people's behavior.
2. Have the students act out situations where each of these behaviors occur within a work setting.
3. Together with class, write brief situations in which specific characteristics are shown (i.e., poor sportsmanship, temper tantrums, heckling, joy etc.)
4. Have class put on costumes and some role play the situations displaying particular behaviors while others serve as audience.
5. After role playing is completed have class tell what they liked and disliked in the role play concerning participants' actions and behaviors.
6. Cut pictures out of magazines displaying different expressions which could be labeled according to behaviors discussed.
7. Follow with a discussion relating to the fact that everyone in the class including the teacher exhibits some the behaviors.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	★	•	•	•		•	•		•							•
3	2B	★	•	•	•		•	•		•							•
4	6	★	•		•		•	•		•							•
5	8	★	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the influence that one's peers have in regard to one's work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of potential activities the child will be able to list those in which he has participated because of the influence of a friend.
2. Given a list of activities the child will be able to list activities in which he has failed to participate because of a friend's influence.
3. Given a work list the child will be able to name three (3) or four (4) types of work which appeal to him only if performed with others.
4. Given a list of classmates following a discussion of peer influence the child will be able to identify peers who have the greatest influence on his work, and to provide reasons for their influence.
5. Given a choice of work tasks the child will be able to choose and will choose to work with peers who he has indicated are influential in his life.
6. Given examples of his work the child will be able to tell whether the quality of the work has been improved or lessened due to peers and indicate his degree of satisfaction with it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Each child indicates three (3) kinds of work that he does, and chooses one of his peers to help him. Give the reasons for his choice.
2. Discuss positive and negative ways in which peers influence us and our work.
3. Keep a list of work activities performed or not performed during the week and indicate whether this was due to peer influence. (E.g.,helped wash the car because friend next door was doing so. didn't now lawn because friend wanted to play ball.)
4. Interview a parent to discover whether the parent's work is also influenced by his peers. If so, in what ways?
5. Read several stories and select those in which the child sees an individual being influenced by someone else in what he does. Provide explanation.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Peer Influence on Quality of Work"

MATERIALS

none

PROCEDURE

1. Discuss how peers influence one's work.
2. Select an area of knowledge from any subject (example: Social Studies). Design a written individual test over material and administer to class. Also administer an oral examination that would take place with entire class (example: panel discussion). Ask similar questions over same material.
3. Discuss how peers during the oral examination influenced their performance (desire to excel, reluctance to participate).
4. Have each student compare performance on both examinations and tell whether the quality of work has been improved or lessened due to peers. Indicate his degree of satisfaction with group work.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	9	★	•		•		•	•		•							•
2	5			•	•			•		•							
3	2B	★		•		•		•		•							•
4	5	★			•			•		•							•
5	2B	★	•	•	•	•		•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 6)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work in the community.
Type of work
Function of work
Individual's role as member

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a knowledge of the community the child will be able to list at least three (3) ways in which he is a part of the community.
2. Given a list of ways to contribute to the community the child will be able to indicate ways in which he does contribute to his community and tell of at least one such experience.
3. Given a list of the ways a child contributes to the community the child will be able to identify at least three (3) points, places, or areas in which his work has caused a change in the community.
4. Given a list of areas of work in the community. the child will be able to identify the roles his family members play in the community.
5. Given the names of two different communities with which he is familiar the child will be able to identify and compare in writing types of work within these communities.
6. Given a list of workers in the community the child will be able to state whether their work is for goods or services.

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss meaning of community and different types of communities.
2. Discuss how people are members of the community.
3. Discuss types of work in the community related to goods or services. Keep a chart of goods and services and list each new worker the children encounter.
4. Chart the child's ideas of how he contributes to the community.
5. Chart, categorize and compare the work roles of each family member to the community.
6. Build a model of a community unlike one's own.
7. Plan and carry out a project that will benefit the community.
8. Represent through art, before and after pictures of places in the community.
9. Visit a community unlike his own.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Community Workshop"

MATERIALS

Pictures of work areas in the community or pictures from old magazines or newspapers which represent these areas

PROCEDURE

1. Display pictures of work areas on the bulletin board.
2. Discuss with the class what the pictures represent.
3. Have the students identify these work areas.
4. Ask the class to list work areas that were perhaps not represented by the pictures.
5. Let each student tell about the place where his family works.
6. Have the class list the most outstanding features of the work areas and tasks performed by family members.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•			•		•							
3	5			•	•	•		•	•	•							
4	2B	★				•	•	•		•							•
5	2B	★	•		•	•	•	•	•	•							•
6	7		•	•			•	•	•	•						•	•
7	9	★	•	•	•		•	•		•							•
8	2B	★	•				•			•						•	•
9	8	★	•	•			•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 7)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work in the society.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a situation in which the children trace a product through its entire production they will be able to name the workers involved in the this production and the tasks they performed.
2. Given a resource person from the Chamber of Commerce or the Better Business Bureau the child will be able to prepare and present two or three questions to him regarding various types of work in his city.
3. Given a field trip to a company which produces some product the child will be able to see and feel products and relate what he has seen to one other person.
4. Given the work period the child will be able to be a part of a designated production line.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Ask the children to list the foods they ate for breakfast. Have them take the list home to find out where the product was boxed or packaged. Using a national may pinpoint places where work was done to help provide for their breakfast.
2. Role play a situation showing how a product is produced (i.e., How a loaf of bread is made and use the children to portray all the workers involved in the production of bread).
3. Given the students an assignment made up of several steps in incorrect order. Have them organize the steps in proper order, set up a "production line," and carry the assignment through to completion. Have them describe difficulties encountered in the process.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Go Fly a Kite"

MATERIALS

see below

PROCEDURE

1. Discuss with the class types of work done on a production line basis. Follow this with a film showing a production in operaton. (E.g., put out by Fold Motors, Proctor and Gamble, etc.) or visit a plant in which a production line exists.
2. Discuss details of setting up an assembly line for kite making in the classroom
3. Provide the following materials to be used in the production line in the classroom , i.e., kite sticks of two different lengths, tissue paper-colored-pre-cut, string, cloth scraps, glue, scissors.
4. Put these directions on the board in any order, and read them to the class:
   a. Sort materials and put them in the correct order of assembly.
   b. Tie the sticks together.
   c. Glue tissue paper to sticks.
   d. Tie flying string to crossbar.
   e. Cut cloth into strips
   f. Tie cloth strips to tail string
   g. Go Fly a Kite!
5. Have children put directions in correct order, designate jobs, and complete production line task.
6. Evaluate the results.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Oral/Aural	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★				•		•	•	•							•
2	6		•	•	•		•	•		•		•					
3	9	•	•	•	•	•	•	•	•	•		•					•

DEVELOPMENTAL OBJECTIVE (UNIT 8)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work in the world.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a geography unit on work in foreign countries the child will be able to list ten different types of work done in countries outside the United States.
2. Given objects from other countries, brought to school by classmates the child will be able to determine two or three kinds of work required to produce the objects.
3. Given a series of films or filmstrips dealing with life in other countries the child will be able to tell what types of work are common to the United States and what types are unique to other countries.
4. Given a visit to the classroom by a child who has visited a foreign country the child will be able to ask questions concerning work in the country the student has visited.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Let the children imagine they are an article manufactured in a different part of the world. Have them trace their life from its origin to where they are now.
2. Discuss ways in which the students' city is dependent on other states and countries.
3. Have students pick an interesting work from a foreign country. Have them role play the job they are doing and from what country.
4. Find the largest cities in the world from number one (1) to as many pupils in the class. Have each one take a city and research the major work done there listing up to ten kinds.
5. Have the students go all through their home looking for objects from other countries and keeping a list of the objects and the country. Write alphabet stories or poems.
6. Make products for which particular countries are well known, i.e., Italy - food; Spain - baskets; Germany - figurines.
7. Show a film on the Peace Corps.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"In The House - Around The World" (An Alphabet Book)

MATERIALS

Art supplies, world map, colored pins

PROCEDURE

1. After discussing work in the world tell the children you want them to go on a scavenger hunt in their homes.. The task is to look at labels on objects to find out where they were made. They are to keep a list of objects made outside the United States and of where they were made.
2. When the lists are complete they are to make alphabet sheets, drawing a picture of the object and then writing a poem or story about it indicating where it came from; was it made by machine or hand; and what is its use; (Example - cooking, gardening, leisure, decoration etc.). Try to use all letters of the alphabet.

Volkswagen (Germany)

Poem or Story

When all alphabet stories are completed put it in the reading center till all have had a chance to read it. Then share it with other classes.

3. As each child finishes a page help him locate the country it was made in on a world map and let put a pin in the country indicating one item from the country.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units			Communication												
			Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•	•	•	•	•							•
2	5			•	•		•	•		•							
3	6		•	•	•		•	•		•							
4	2B	★			•	•		•	•	•							•
5	2B	★				•	•	•	•	•							•
6	9	★	•	•	•	•	•	•	•	•						•	•
7	2B			•	•		•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 9)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the interaction of all environments.

RELATED DEVELOPMENTAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the task of making a booklet containing work and illustrations the child will be able to show his understanding of the interaction of plant, animal and human environments.
2. Given the environments: family, school, community, society, and world the child will be able to state orally how he is a part of each environment.
3. Given a common societal problem the child will be able to state and how how people in the different environments work toward a solution.
4. Given the setting-up of a school bazaar or field day the child will be able to give ways in which the family, school, peer group and community will all be involved.

ADDITIONAL DEVELOPMENTAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a wall display showing the interaction of human environments, i.e.,
   family

   school

   community

   city

   state

   country

   world

2. The children may work in small groups to dramatize the interaction of the different workers from different environments.
3. Write a song about the interactions of the environments to the melody, "Dry Bones."
4. Develop a play for a school fair: Present the plan to the principal.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Wall Display on the Interaction of Human Environments"

MATERIALS

Art paper, paint, scissors, stapler, pins, tape, yarn

PROCEDURE

1. Hold a class discussion about the interaction of human environments i.e. Family, School, Community, City, State, Country, World.
2. Divide the class into small groups and assign each group to work on one area listed above.
3. Have each group develop the design for their area and use the provided materials to contruct their part of the display.
4. After the display is completed, review the interaction of human environments with a discussion.

TEACHER NOTES AND COMMENTS

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TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: One	Communication: Written	Communication: Non-Verbal	Communication: Oral/Aural	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•		•	•	•	•	•		•				•	•
2	6		•		•	•		•	•	•							•
3	2B	★	•	•		•		•		•							•
4	6	★	•	•	•	•	•	•	•	•							•

Varieties of Work

DEVELOPMENAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work as "job" and "occupation"

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a task completed by the child, the child will be able to state the steps he went through to complete the task.
2. Given a list of activities relevant to him the child will be able to differentiate "job" from "occupation" by appropriate labeling.
3. Given a "job" the child will be able to provide at least one occupation to which it may be related, and the reason for the stated relationship.
4. Given the teacher's explanation of "job" and "occupation" the child will be able to explain, in his own words, the difference between a "job" and an "occupation".
5. Given classroom tasks the child will be able o to complete a task without being reminded for the period of the task assignment.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Role play jobs which are no longer socially demanding (e.g., candle maker, streetcar driver).
2. Assign weekly tasks to the students to help in classroom upkeep.
3. Take a walking tour of the neighboorhood and make a list of all work they see being done. Separate from the list all work that qualifies as "job".
4. Have the children keep track of all the work they see being done for a weekend. Separate from the list all work that qualifies as "job".

ADDITIONAL ACTIVITIES

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Classroom Helpers System"

MATERIALS

Classroom helper chart, access to materials required to carry out each classroom task.

PROCEDURE

1. At the beginning of the school year, prominently display a classroom helpers' chart. Discuss with the children the different jobs on the chart, and how the tasks should be accomplished. Explain to the class that the children will take turns accepting responsibility for the tasks on a weekly basis.
2. Assign children to perform the tasks.
3. Have the completed tasks evaluated by the children's peers, to determine if they are being performed well. Have the children provide reasons for the evaluation, either positive or negative.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	6		•		•		•	•		•							
2	9	★			•		•	•		•							•
3	8	★	•	•	•	•	•	•	•	•							•
4	8	★				•	•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the importance of all "jobs".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given his listing of a task he did not complete the child will be able to describe the effect or results of his not having completed it.
2. Given a list of "jobs" and their purposes the child will be able to supply the meaning for himself and the community.
3. Given his list of tasks he does at home the child will be able to keep a completion or non-completion record for one (1) week and explain the effects of both situations.
4. Given a task that the child dislikes but has completed, the child will be able to state its importance in spite of his dislike of it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have a group discussion and discuss the results of a task that has not been completed.
2. Make a bulletin board of chores in the classroom and relate it to data, people, and things.
3. Make a list of all the "jobs" the class can think of in the community. Ask the students to choose "jobs" they think they would like and write riddles dealing with their importance.
4. Make a list of problems people encounter in the community, Make a list of workers in the community and see how many workers could be involved in solving a problem.
5. Take a problem finding tour in the neighborhood. List specific problems found and how many workers might be involved in solving the problem.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Improtance"

MATERIALS

Construction paper, crayons or paint, thumb tacks or tape, yarn or string, bulletin board or wall space.

PROCEDURE

1. Divide the class into small groups assigning each a specific bulletin board area. Have them choose one "job" and illustrate someone doing it.
2. Conduct a group discussion of how this job helps others.
3. Have them print cards naming the people or situations affected by this particular job being done well or poorly.
4. Post these cards on the board attaching them to the "job" illustration with yarn or string.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Ora	Communication: Writ	Communication: Non-Verbal	Communication: Oral Lan	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	★	•	•		•		•		•						•	•
3	2B	★	•	•	•	•		•	•	•							•
4	2B	★	•	•	•	•		•	•	•							•
5	8	★	•	•	•	•	•	•	•	•							•

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DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the interdependence of "jobs".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of family tasks the child will be able to state orally how they are interdependent.
2. Given several class members the child will be able to list two ways that work they do makes them dependent upon one another.
3. Given his choice of a number of community helpers the child will be able to explain his dependence upon them and their dependence upon him.
4. Given a short chore the child will be able after completing the chore to tell how each of its steps was dependent on another.
5. Given a film depicting assembley line jobs the child will be able to determine how one "job" is dependent on the "job" just before it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Utilize a street map of school area, using yarn to connect residences, community resources, and businesses that are interdependent upon one another.
2. Work in small groups to develop a circular chart depicting the interdependency of workers. Upon completion of the chart have each group explain its chart to the rest of the class.

   barber — groceryman

   farmer — truck driver

3. Plan and draw a mural showing the progression of a product from its origin through completion and distribution to the consumer. Divide the tasks for making the mural among people in the group. Try to choose a product that could be made in class.
4. Make bulletin board showing a large cornucopia with tools of workers involved in the production or a product spilling out to the completed article at the bottom of the pile.
5. Make bread, candy, or cookies in assembly line fashion with class members assuming tasks of the different workers.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Cooperation"

MATERIALS

Props for skit, for example: dust cloth, broom, waste basket; typewriter, ditto masters, paper, ditto machine

PROCEDURE

1. Hold a discussion on family tasks. Begin by asking "What tasks do the members of your family do that helps your family run smoothly? Guide the children during the discussion to talk about how the tasks are interdependent.
2. Direct and guide the children in writing the script for a skit on family tasks. Have the children decide upon the characters to be included. Have the script prepared.
3. Assign each member of the class a task in the production of the skit, either as a cast member or committee member, such as the prop committee.
4. Have the children perform the skit for another class.
5. After the skit, have the class discuss how the different tasks were protrayed interdependently.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observ./Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•		•	•	•	•	•							•
2	2B		•		•	•	•	•	•	•							•
3	2B		•		•	•	•	•	•	•						•	•
4	2B	★	•	•		•	•	•	•	•		•				•	•
5	9	★	•	•	•	•	•	•	•	•		•					•

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the division of labor.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the class activity of the building of an animal shelter the child will be able to identify the kinds of workers needed and distribute the work among the groups.
2. Given classroom or home cleaning tasks and names of people to work the child will be able to make chart indicating specific people's responsibilities by day or week.
3. Given a specific tasks the child will be able to decide how many people are needed to complete it and why.
4. Given a list of work tasks in his home the child will be able to state which family member always or nearly always does the task and give one reason why.
5. Given a list of work tasks the child will be able to state which could be best done by and individual and which could be best done in a shared manner.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss ways of dividing responsibilities to complete work tasks and the reasons for this division.
2. Make a work chart showing that responsibility for one "job" is often shared by a number of people.
3. Plan and present a puppet show about the building of an animal shelter which will tell other students about the divison of labor. Let children divide the labor in the preparation.
4. List all possible tasks that might be necessary to build something as a class.
5. Build an animal shelter.
6. Take a walking trip around the neighborhood to identify places of work such as the beauty shop, drugstore, grocery, library, etc. Count the number of people working in each place.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Trip to an Animal Shelter"

MATERIALS

Bus transportation, permission slips, construction paper, crayons, paints, scissors, paste.

PROCEDURE

1. Prior to taking a trip to an animal shelter, explain to the children that the primary purpose of the trip is to become aware of the many workers needed to maintain an animal shelter, so that they will eventually be able to give a puppet show about its construction. Hold a class discussion about what the children anticipate observing on the field trip and about the rules to be followed. Have children think of appropriate questions to ask authorities.
2. Take the trip to the animal shelter. Remind and encourage children to observe closely during the tour, and to ask questions.
3. Have the children draw or paint pictures of the animal shelter as they saw it.
4. After the children have completed their pictures, have them tell about their individual drawings. Through discussion, review information learned about the animal shelter during the trip.

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B		•	•	•	•		•		•						•	
3	6	★	•	•	•	•		•	•	•						•	•
4	2B			•	•	•		•	•	•							
5	9	★	•	•			•	•		•			•				•
6	8	★	•	•			•	•		•							•

Work Families

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the influence of work on such personal factors as residence, clothing, working hours, and friends.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a description of work performed by one of his parents the child will be able to state in written form how it affects him as a child.
2. Given names of ten (10) imaginary people and work they do the child will be able to state whether they could find work in his town and if not, why not.
3. Given a display of worker clothing the child will be able to match it with worker title and write a short description of the work represented by the clothing.
4. Given a list of ten (10) workers in the community the child will be able to provide a short job description for them, including such factors as work hours, clothing needed, etc.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Investigate the advantages and disadvantages of various school "jobs".
2. Find out what various school personnel like and dislike about their "jobs" in terms of the effect on their personal life.
3. Set up a panel of workers to discuss advantages and disadvatages of their "job" as it affects their personal life
4. Make booklets portraying characteristics of various "jobs" the child has encountered.
5. Talk with their parents and neighbors to find out whether their friends are people they work with or not.
6. Visit a place where there is the opportunity to observe and talk with two (2) workers. Interview them to get their reactions and discuss factors that may have influenced their choice of work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Likes and Dislikes"

MATERIALS

Paper, pencils

PROCEDURE

1. Hold a class discussion about how to conduct an interview.
2. Divide the class into groups. Assign each group the task of interviewing a specific school staff member to discover his feelings about his work in relation to hours, friends, and other personal factors. Each group should think of appropriate questions to ask during the interview.
3. Have the groups conduct their interviews, employing one member of each group as the group's secretary.
4. After the interviews, each group should orally report the information gained through their interviews to the rest of the class.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5	★	•	•	•	•	•	•	•	•							•
3	5		•	•	•		•	•		•							
4	2B	★	•	•		•		•	•	•							•
5	5	★			•		•	•		•							•
6	8	★	•	•	•	•	•	•		•							•

Work Families in Environments

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of work in his community.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSCYHOMOTOR)

1. Given a list of work families the child will be able to classify the various given family "jobs" into categories of people, data, and things.
2. Given a list of work families the child will be able to classify one citizen within the community for each of the following work families: construction, distribution and marketing, communication, transportation, health services, general services, homemaker.
3. Given newspaper want ads and list of work families the child will be able to place each "jobs" in the correct work family and relate it to people-data-things.
4. Given a writing assignment the child will be able to write a narration based on pictures representing various "job" categories.
5. Given a class walk the child will be able to see various jobs and workman in action.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List various tasks on work sheet and have child classify according to people-data-things orientation.
2. Have child select "job" category from several given. Have each group try to see how many tasks it can list for that category.
3. Present "job" families. Have child classify want ads according to people-data-things.
4. Compare "job" families found in his city's newspaper ads and another city's want ads.
5. Discuss occupation represented by "hat". Role-play an interview with each occupation.
6. Have child go into community and survey the different types of "job" families represented.
7. Visit or have as visitors, many people representing different job categories. Have each person wear his "job" outfit. Relate his work to the community. Take pictures of each person.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Community Workers"

MATERIALS

Newspapers, job category charts

PROCEDURES

1. Discuss job categories:
   a. Agriculture
   b. Business and Industry
   c. Communication
   d. Transportation
   e. Construction
   f. Marketing and Distribution
   g. Government
   h. Health Services
   i. Homemaking
   j. General Community Services
2. Cut out newspaper articles and want ads pertaining to these categories and paste them on appropriate chart.
3. Teacher provides a bar graph to show number of people involved in each job.
4. Also, could discuss how some jobs include tasks in one or more categories.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observ. Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•		•		•	•	•							•
2	2B	★	•			•		•	•	•							•
3	2B	★	•	•		•		•	•	•							•
4	2B	★	•	•	•	•		•	•	•							•
5	5			•	•		•	•		•							
6	8	★	•	•	•		•	•		•							•
7	5	★	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

Develop an appreciation of the variety of work in the school.

Place of work
Type of work
People at work

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given picutres of school workers the child will be able to list the various kinds of school work by place, type, and/or people.
2. Given a choice of three school workers the child will be able to write a report describing the tasks that one of the people does.
3. Given the absence of any of the regular school workers Ithe child will be able to describe what happens when that school worker is absent.
4. Given the names of three school workers the child will be able to list ways in which these school personnel assist him and other school personnel.
5. Given a poster series on school workers the child will will be able to explain through oral means the ways in which they assist him.
6. Given work experiences in school the child will be able to describe orally how he felt he helped others.
7. Given a task requiring the use of tools or equipment equipment in school, the child will be able to manipulate materials and equipment to complete the task.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview school worker (bus driver, cook, maintenance staff, instructional staff, administrative staff, other services staff).
2. Discuss what would happen if one of the school workers were to be ill and unable to carry out his tasks.
3. Develop and present a poster series on "workers in the school" to a lower grade.
4. Observe a particular place in the school to determine what kind of work is done there.
5. Role play encounters with school personnel.
6. Spend one hour with different school personnel and make a list of all the different things they do in that time.
7. Assist various workers for short periods of time. (Example - work in cafeteria, with secretary, with custodian).

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work and Workers in the School"

MATERIALS

Art supplies, poster board

PROCEDURE

1. Review and discuss what is know about the school workers.
2. Give each child an envelope containing letters which spell out the title of a type of school work, (cook). Have him unscramble the work and write a poem about the school worker relating what he does, where he works and how he helps.
3. Read the poems to the class for their suggestions.
4. Print them on the posterboard along with a picture the child has drawn of the worker.
5. Present the poster series to a lower grade and answer their questions about the different school workers.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	★	•	•	•			•		•							•
2	5			•	•			•		•							
3	2B	★	•	•		•		•	•	•							•
4	8	★	•	•			•	•		•							•
5	6	★	•	•	•			•		•							
6	8	★	•		•	•		•	•	•							•
7	9	★	•		•		•	•	•	•							•

Work Characteristics in Vocational Guidance

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the relationship between school and work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of work tasks the child will classify them according to general skill levels in terms of high school or more than high school.
2. Given a list of skills the child will be able to give two reasons why a particular skill is required in a given occupation.
3. After work visitation and/or film shorts and given a list of school subjects the child will be able to check those subjects he observed being utilized and provide an example at how they were used.
4. Given his out-of-school activities for some period of time the child will be able to indicate time, places, and situations in which he utilized learning from school.
5. Given the occupation of his parents the child will be able to describe the work and relate it to what is learned in school.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss child's hobbies and interests. Talk about the way he became interested in this hobby. Talk about activities in school that would be good hobbies.
2. Plan several group projects. Split the class into groups to work on them. Outline the tasks to be involved and make a subject study for each task listing all the school-related skills involved. Have each group member indicate which aspects of the task he feels most capable of completing.
3. Visit different kinds of workers for some period of time, and list all the things they do in that time. List and discuss those activities that require special training.
4. Observe in their own home, and list all the tasks that mother does for some period of time. Ascertain activities mother could do easily because of some type of education. (Example: Preparing supper - reading recipes; grocery shopping - arithmetic, etc.).

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School and Work"

MATERIALS

Chart paper, small pieces of paper, film and projector

PROCEDURE

1. Ask each child to list on a piece of paper the "job" which his father and/or mother holds. Pass them to the teacher.
2. Choose three children to come to the fron of the room and alternate reading the jobs outloud, explaining ones which might be unfamiliar.
3. Choose one for which you have a film strip and show it.
4. Discuss what skills this person might have learned in school that helped him on the job.
5. Have children ask their parents in which ways the parents used their school work to help them in their jobs.
6. The next day discuss their findings keeping a chart of school learning used by their parents.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Oral/Aural	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	•		•	•			•		•							
2	7		•		•	•	•	•	•	•	•	•	•	•	•	•	•
3	8	★	•	•	•	•	•	•	•	•							•
4	8	★			•	•	•	•	•	•							•

Processes of Vocational Guidance

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARNESS - APPRECIATION - MOTIVATION)

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of three (3) of his talents the child will be able to identify at least two (2) occupations in which they might be used.
2. Given the different work situations of family members the child will be able to explain different talents being used in the work.
3. Given autobiographies of famous Americans the child will be able to explain ways in which that individual utilized his talents.
4. Given lists of class hobbies the child will be able to identify talents that might be necessary to engage in that hobby.
5. Given his hobbies the child will be able to demonstrate the talents he uses in his hobbies.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Talk with adults they know and ask them about talents they thing they have, which talents they use in their occupation and how they use the others.
2. Invite an author or poet from the community to speak to the class about his work and how he became involved in it.
3. Investigate class interests and hobbies as related to people, data, things, and the "job" family.
4. Have the class read biographies of famous people. Discuss if early talents became part of later work.
5. Decide which "job" families may use the same kinds of skills. Interview workers to determine if their skills may qualify them for other "jobs" beside the ones which they already hold.
6. Have each student identify a specific ability or talent he feels he possesses, and demonstrate at least three ways in which he is able to use it. (Example: playing the piano - accompanying singing, teaching another child a melody; background for a program; math ability - tutor a younger child, figure dimensions for building something, divide recipe in ½ or ¼; etc.)

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Presenting Book Reports on Biographies"

MATERIALS

Biographies, art paper, crayons, paints, paste, scissors

PROCEDURE

1. Hold a class discussion about what a biography is.
2. Have each child select a biography to read.
3. Assign each child a book report on the biography read. Encourage the children to use a variety of methods in presenting their reports, such as role play, skits, murals, in addition to traditional written and oral reports. Have the children include an account of the talents possessed by the main character and how they contribute to his occupation.
4. Children should give their reports and be able to answer questions of other class members.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	5			•	•		•	•		•						•	
3	2B	★	•	•	•	•	•	•	•	•							•
4	2B	★	•	•	•	•		•	•	•							•
5	5			•	•			•		•							
6	9	★			•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that different work requires a variety of competencies.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given an occupation the child will be able to list three (3) skills needed to be successful in the given task.
2. Given list of "jobs" in classroom the student will apply for one and state why he should have it.
3. Given a picture showing a handicapped person the child will be able to select from a list of jobs those which he could hold.
4. Given a list of his competencies the child will be able to state how his work ability might be affected if he incurred some physical handicap.
5. Given a checklist of competencies and film shorts of workers at work the child will be able to check at least three (3) competencies required for each type of work.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Design display of clothes and equipment - helmet, carpenter's hammer, bricklayer's trowel. Discuss the capabilities needed to use each instrument.
2. Describe a person's work behaviors while other students attempt to determine job held by person.
3. Discuss types of jobs that a person with a handicap (skill, physical, etc.) could not handle. Show film showing the wide variety of work the handicapped do.
4. Develop a checklist of competencies. Have the children carry it when they go into stores after school on weekends and see by looking at a worker what competencies he needs. Name the worker he observed.
5. Plan comedy television show around workers that don't fit. First develop test of characteristics required for ability to get along with others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Display of Work Tools and Clothing"

MATERIALS

Clothes and equipment used by various workers; table or shelf for display; cardboard and marking pen.

PROCEDURE

1. Students will make a list of workers and discuss the variety of instruments and clothing used by each.
2. Students will borrow from parents or family friends various tools or clothing used in their work. Student should ask how tool is used or why a particular type of garment is worn.
3. Students will bring items to school and label tools by name and worker and then place them on display.
4. Each student will choose a tool to hold as the other students discuss the competencies necessary for its use.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	6		•	•	•		•	•		•							
3	5			•	•		•	•		•				•			
4	2B	★			•	•	•	•	•	•							•
5	6		•	•	•		•	•		•							•

Dynamics in the World of Work

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that technological change brings about work changes.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of kinds of work the child will be able to choose at least five kinds no longer existing in his community dut to technological change.
2. Given a list of kinds of work the child will be able to choose at least five kinds recently brought about by technological changes.
3. Given a discussion on technological change the child will be able to explain one way in which technological changes have brought about a new way of doing some task that was done before using a different method.
   a. In his home
   b. In his school
   c. In his community
4. Given a list of objects in home and school the child will abe able to demonstrate his understanding of technological change, telling how two of the objects have been improved in his life time and how two of the objects which are new in his life time have affected him.
5. Given the occurrence of the possibility that one of his parents could lose his "job" to technological change the child will be able to state in written form how it might affect his family and himself and how he would feel about it.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View films on change through technology.
2. Identify parents who had to change jobs because of technological advances. Discuss advantages and disadvantages of such technology.
3. Discuss what a child and a parent do in their leisure hours.
4. Investigate recent efforts directed towards the future. Discuss how present jobs ultimately may be affected because of technology.
5. Plan and present a program on past, present, and future in the world of work. Collect tools, clothing, and products from all over the world.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Visit to an Old People's Home"

MATERIALS

Small notebook

PROCEDURE

1. After some work in the area of change, technology and work, prepare with the class for the visit to the home. Pre-planning with personnel at the home should be done by the teacher indicating the purpose of the trip (send a copy of questions to be asked), asking them to find out which residents are interested and suggesting that the residents may have scrapbooks or albums to share with the children.
2. In planning with the children make a list of questions to be asked and notes to be taken:
   a. What kind of "job" did they hold?
   b. What work was involved in the "job"?
   c. What kinds of inventions do we have now that they wish they had had as children?
   d. What kinds of work chores did they do as children?
   e. Is there any invention we have now they do not think is an improvement?
3. Talk with the children about looking at pictures and noticing objects they don't recognize and asking about them.
4. After the trip talk about how they felt about the experience and put together some type of booklet about it. Send it with a thank you note to the residents so they might see what the children gained.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•		•	•		•							
2	3			•	•			•		•							
3	5			•	•			•		•							
4	5			•	•			•		•							
5	5B	★	•	•	•	•	•	•	•	•						•	•

DEVELOPMENTAL OBJECTIVES (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an understanding of the reciprocal rights of the school.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a bulletin board entitled "What We Do In School" the child will be able to verbally express the school's expectations of him and his expectations of the school.
2. Given a writing assignment the child will be able to list specific incidents in which he has and has not met the school's expectations of him.
3. Given a writing assignment the child will be able to list how and when the school has and has not met his expectations.
4. Given a discussion period the child will be able to verbalize how he feels when he does or does not meet the expections of him.
5. Given a discussion period the child will be able to verbalize how he feels when the school does or does not meet his expectations.
6. Given a role play situation the child will be able to demonstrate the way the school did not meet his expectations.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss the rules of the school and the reasons for them.
2. Discuss the child's expectations of his school.
3. Plan a booklet listing school rules for the entire school.
4. Role play a situation in which the child demonstrates how he feels when he has or has not met school expectations.
5. Have students form a committee to draw up a list of requests they would like to see honored in their school. Then have the principal come in for a day and discuss requests, explaining whether they are possible or not.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Play of School Situation Related to School Rules"

MATERIALS

List of situations to role play

PROCEDURE

1. Have a discussion of school rules and how they apply to the children.
2. From a list of role play situations in relation to these rules, have each child choose one to role play.
3. After each role hold a discussion of what rule was portrayed and how it was followed or not followed by the child in the role play situation.
4. Ask each child to describe orally or in writing how necessary he thought his role play rule was and why it was necessary.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	5			•	•		•	•		•							
3	2B	★	•	•	•	•	•	•	•	•							•
4	6		•	•	•		•	•		•							
5	5		•		•	•	•	•	•	•							•

Self-awareness, Self-acceptance, Self-affirmation (Interests)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of one's interests with the World of Work.

Expressed
Manifest
New Interests
People-Data-Things

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of interest areas the child will be able to list at least three (3) areas of personal interests and disinterest.
2. Given a choice of areas in which he has never expressed an interest the child will be able to choose one potential interest area and begin to develop it.
3. Given a list of interest areas the child will be able to list one latent interest and write a story in keeping with it.
4. Given classwork in interests the child will be able to express in oral or written form the way others preceive his interests.
5. Given a class discussion on interests the child will be able to will be able to identify three (3) others whose interests are similar to his own and three (3) whose interests are not.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Locate and interview an adult who shares the same interest.
2. Take a trip to the library or place of interest to research the different aspects of the student's interests.
3. Make a list of class interest areas, have students pick out one or two which are new to him and give the opportunity for exploration. After the expereince have the student react to his experience.
4. Have students with similar interests break into small groups for sharing and discussion of their common interests.
5. Simulate work experiences that could evolve out of students' interest areas.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Book About Me" (Home - Family - Friends - Interests - Aptitudes - Achievements - Work)

MATERIALS

Art supplies, drawing paper, oaktag for covers, folders

PROCEDURE

1. Discuss with children the word "interests" and make a list of things they are interested in - likes, dislikes, tasks, hobbies, etc.
2. Talk about things he likes now which he didn't like before.
3. Have the children draw the following:
   a. Me
   b. My house
   c. My famiiy
   d. My best friend
   e. My favorite foods
   f. My favorite activities
   g. My favorite tasks at home; my least favorite
   h. My favorite tasks at school; my least favorite
4. Let them share with each other their pictures and reactions to each others' interests. Talk about the many similarities and difference.
5. Store pictures for later additions of aptitudes and achievements. Put into book form.
6. When completed put the books on display for parents.
7. At the end of the year, discuss with children the book and ways in which the children have changed.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	★			•			•		•							•
2	8	★	•	•	•		•	•	•	•							•
3	9	★	•	•	•		•	•		•							•
4	5		•		•			•		•							
5	7	★	•	•			•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To accept one's interest patterns as uniquely his own and growing.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of areas of interest the child will be able to choose and state verbally those which coincide with his.
2. Given the interests of other children in the class the child will be able to state which of his interests are similar to others, which are different, and the reasons for the selection.
3. Given a list of interest areas of his parents the child will be able to state verbally or in written form those interest areas which he accepts as his own.
4. Givne knowledge of his interests the child will indicate one area of interest through a class demonstration or display.
5. Given free time the child will engage in activities which coincide with his stated areas of interest.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Plan and put on a hobby show, focusing on the interests of each child.
2. Attend a craft or hobby show in the community (example - "Golden Age Club, outdoor artists, demonstration.)
3. Develop and display a collage of interest areas.
4. Invite to the class people from the community who who have unique or unusual hobbies or interests.
5. Play "What's my Line?" focusing on interest areas of each child.

SAMPLE LESSON

"Me and My Interests"

MATERIALS

Large sheets of oaktag, magazines, black magic markers, art supplies.

PROCEDURE

1. Review with the children the concept of interests and the different ways we express out interests.
2. Explain the collage and how it will be put to together, each child will cut out pictures representing his interests and put them on the oaktag in whatever manner he wishes, leaving an empty space somewhere for a picture of himself.
3. Let each child try to guess who the collage represents. When all have had a chance to write down their guesses have each person put his picture in the empty spot.
4. Let them interact with each other stating what about a collage make them think it was someone else or why it was not the person it was.
5. Alternate - Put flap over pictures and let parents at PTA try to identify their child by his interests.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	9	★		•	•		•	•		•						•	•
2	8	★	•	•			•	•		•						•	•
3	2B	★	•				•	•		•						•	•
4	5			•	•			•		•							
5	5		•	•	•			•		•							•

Self-awareness, Self-acceptance, Self-affirmation (Aptitudes)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's interest through meaningful activity.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a weekly television schedule the child will be able to choose which programs he watches and state how they relate to his interests.
2. Given a trip to the library the child will be able to select books that relate to his interests.
3. Given a list of his interests and a period of one week the child will be able to indicate by writing a short paragraph specific activities in which he has taken part which are related to his interests.
4. Given a list of new interests the child will be able to select _____ to engage in over a period of _____ weeks.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Provide material on various subjects so that the child will be able to experiment with an study within the realm of his own interest.
2. Build a list of the activities of the children. Identify the interests relative to people, data, things. Select interests at random and have them assigned. Child carries them out for a period of time. Indicate this by keeping a diary or time schedule.
3. Allow the student to participate in an interest center of his choice in the classroom.
4. Have a hobby show so each child can show how he applied his interests to his selection of a hobby.
5. Have each child assume that there is no school the next day. Have him write a story about how he would spend his time.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Starting New Interests"

MATERIALS

Who Am I checklist, pencil.

PROCEDURE

1. Build a Who Am I? checklist.
2. On a narrow sheet of paper list numbers from one (1) to five (5) representing (1) Very Much Like Me and (5) Not Live Me.
3. On a wide sheet of paper on eith side list traits that are related to people - data - things activities. Example:

I like to be with people	"	1	2	3	4	5	"	I do not like to be
I work with materials	"	1	2	3	4	5	"	with people
I am interested in ideas	"	1	2	3	4	5	"	
I help people	"	1	2	3	4	5	"	
I build things	"	1	2	3	4	5	"	
I write a lot	"	1	2	3	4	5	"	
I influence others	"	1	2	3	4	5	"	

4. On the narrow sheets of paper stapled to the top, have the child select three (3) people other than himself to evaluate him (from one (1) to five (5). Fold over each check strip of paper so that no person sees the other persons marks.
5. Select the interests most unlike the child according to the most people.
6. Have the child try these out for a specified period of time.
7. Try to promote it as a pleasant experience. If not try again.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★			•	•	•	•	•	•	•	•	•	•	•	•	•
2	2B	★			•	•	•	•	•	•	•	•	•	•	•	•	•
3	9	★			•	•	•	•	•	•	•	•	•	•	•	•	•
4	6	★			•	•	•	•	•	•	•	•	•	•	•	•	•
5	2B	★				•			•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop a knowledge of one's aptitudes

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of various aptitudes the child will be able to identify those which he feels he possesses and areas for which he is best suited.
2. Given a class project to write and perform a play the child will be able to choose a responsibility which is best suited to his aptitudes.
3. Given the assignment of demonstrating his hobby the child will be able to tell the class how his aptitudes are shown in this hobby.
4. Given a small group discussion the child will be able to tell another student what aptitudes he has noticed in the other members of the group.
5. Given a list of school activities the child will be able to state for which ones he ans an aptitude and for which ones he has none.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Role play various situations in which people choose unsuitable or suitable activities according to their aptitudes.
2. Show films of people exhibiting different aptitudes.
3. Given an aptitude test suitable for the children. Discuss the results with each child.
4. Plan to write and produce a play. List all the possible work to be involved and talk about the aptitudes necessary for the different kinds of work.

ADDITIONAL ACTIVITIES

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SAMPLE LESSON

"A knowledge of one's aptitude"

MATERIALS

An aptitude test (such as the California)

PROCEDURE

1. Discuss the reasons with the class for giving a student an aptitude test:
   a. Indication of strengths and weaknesses
   b. Vocational possibilities
   c. Self knowledge.
2. Administer the test to the class. Stress the fact that the student will be given an opportunity to discuss the results with the teacher or counselor. Emphasize that the test will help them learn more about themselves.
3. After receiving the test results, have a conference with each student. Strees the individual's strong areas. Help his discover some areas where he can use his aptitudes.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	6	•	•		•		•	•		•	•	•	•	•	•	•	
2	2B			•	•		•	•		•	•	•	•	•	•	•	
3	2B	★			•	•	•	•	•	•	•	•	•	•	•	•	•
4	7	★	•	•	•	•	•	•	•	•					•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATON - MOTIVATION)

To develop an acceptance of one's aptitudes as uniquely his own and growing.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of aptitudes the child will be able to choose from list those he has and describe some activity in which he engages which utilizes those aptitudes.
2. Given a knowledge of his aptitudes the child will be able to indicate which ones he feels are his strong areas and which ones he feels are weak.
3. Given a knowledge of his aptitudes the child will be able to discuss his feelings about those which are strengths and those which are weaknesses.
4. Given an assigned task which the child says he is unable to perform but for which the teacher feels he has an aptitude the child will be able to complete the tasks with assistance.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - PSYCHOMOTOR)

1. Discuss the meaning of aptitude test results. Talk about the fact that all people have strengths and weaknesses. Ask students to list what they feel are their strengths and weaknesses.
2. Discuss the results of an aptitude test with each student.
3. Have each student demonstrate to the class one way in whcih he uses an aptitude.
4. Set up various subject area centers containing activities of varying degrees of difficulty so the child can work at his own level.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Aptitude Acceptance"

MATERIALS

Results of an aptitude test

PROCEDURE

1. Discuss with the class the meanings of aptitude test results. Stress:
   a. All people have strengths and weaknesses (use personal example)
   b. We should use and develop our strengths
   c. We can often turn weaknesses into strengths if we are willing to do so.
   d. We can understand ourselves better if we know and accept our strengths and weaknesses.
2. Have student select areas in which they feel they have aptitudes. Discuss reasons for their feelings of strength and weakness.
3. Have a conference with each student. Compare test results with the student's list of his perceived strengths and weaknesses. Discuss any discrepancies between the two. Talk about ways the student can use his strengths of develop his interests.
4. Provide the opportunity for him to work on any areas he feels he would like to strengthen.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•	•						
2	5	•			•			•		•	•						
3	7	★		•	•		•	•	•	•	•	•	•	•	•	•	•
4	9	★	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an affirmation of one's aptitudes through satisfying performance to self and others.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given academic assignments relative to his aptitudes the child will be able to complete them to his satisfaction and that of his teacher.
2. Given responsibilitities relative to his aptitudes the child will be able to fulfill them to his satisfaction and that of the teacher.
3. Given the opportunity to choose tasks based on aptitude and aptitude level the child will be able to choose one for which he has an aptitude and complete it at a level he feels matches his.
4. Given a list of volunteer activities and the opportunity to experience one the child will be able to choose to be involved in one in which he can use his present aptitudes.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View films or filmstrips which discuss aptitudes needed for various tasks.
2. Have students list activities they would like to do which use one or more of their aptitudes.
3. Have each student choose an activity in which he uses one or more of his aptitudes and carry out.
4. Have the children react to ways of solving a problem presented by the teacher; list the alternatives according to the name of the child who provided same. Follow with a discussion of varieties of solution present as related to individual skills/aptitudes.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Things I Can Do"

MATERIALS

Paper, art supplies

PROCEDURE

1. Have each student choose an activity in which he uses one or more of his aptitudes. Examples are:
   a. Solve a difficult math problem (at his level)
   b. Read orally a story to the class
   c. Demonstrate a science experiment
   d. Sing or play an instrument
   e. Given a speech
   f. Demonstrate a phase of art
   g. Interpret a graph
2. Give each student time to demonstrate his ability before the class.
3. Discuss the many different aptitudes within the class. Be positive; concentrate on strengths.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2	★	•	•			•	•		•							•
2	2B	★	•	•		•		•		•	•	•	•	•	•	•	•
3	9	★			•	•	•	•	•	•	•	•	•	•	•	•	•
4	5B		•	•	•			•		•							

Self-awareness, Self-acceptance, Self-affirmation (Achievements)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop a knowledge of one's achievement.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given scholastic criteria the child will be able to supply orally, or in written form, two or three examples of achievements.
2. Given his own personal standards the child will be able to compare them with his personal achievements.
3. Given a list of a week's activities the child will be able to tell of any new achievements for him and why.
4. Given a knowledge of his achievements the child will be able to list those which he feels others may admire.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read biographies of famous people and discuss their achievements in childhood.
2. Have a voluntary helper chart so children can use their achievements in helping others. Ask the students to keep a record of those things they have done well.
3. Give recognition to children for successful experiences.
4. Give opportunty to contract for a grade.
5. Have the students make a log of all the activities they engage in for one week. At the end of that time review the meaning of achievement and list the categories social, cultural, academic, athletic and other on the board. Have each student categorize his activities and then underline those which are achievements for him and circle those which for him are new achievements.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Individual Study and Achievements"

MATERIALS

PROCEDURE

1. Tell children about a particular unit they will be studying.
2. Discuss what kind of activities can be done in relation to this unit.
3. Have each child list a set of goals he plans to meet while working on the unit.
4. Meet with each child to determine if his requirements are realistic in regard to what he can achieve.
5. Provide class time for child to work on his individual requirements.
6. At the completion of unit have children evaluate their work to see if they achieved their goal.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•	•	•	•	•							•
2	9	★				•	•	•		•							•
3	2B	★			•	•	•	•									
4	2B	★			•	•	•	•									
5	2B	★			•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop acceptance of one's achievement.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a check list of achievement areas the child will be able to check those in which he feels the need to improve.
2. Given a writing assignment the child will be able to compare his achievements with those of an anonymous classmate.
3. Given a period called "Achievement is to Me" the child will be able to bring in a prize, ribbon, trophy or other representation of achievement in his own life.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss privately with teacher a rating scale for various activities.
2. Discuss the concept that people have different abilities, both strengths and weaknesses.
3. Observe and study make-believe students' records and then try to decide how the child's achievement compared with others (may list strengths and weaknesses).
4. Produce a talent show in which each will choose something he does well (art, props, sing, read, dance etc.)
5. Keep an achievement chart for various activities.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Take An Achievement Test"

MATERIALS

Appropriate number of achievement tests for class members, instructions for teacher, pencils

PROCEDURE

1. Discuss and explain reasons for taking achievement tests.
2. Teacher will administer test.
3. Students take test.
4. Present graph of class scores (anonymously)
5. Return scored tests to students.
6. Discuss differences in achievement scores due to possible differences in ability, effort, health.
7. Have personal conference with each child to discuss results of the achievement test.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5B	•			•	•		•	•	•	•	•	•	•	•	•	
2	5B	•			•	•		•	•	•	•	•	•	•	•	•	
3	8	•	•		•	•	•	•	•	•							
4	6	•	•	•	•	•	•	•	•	•					•	•	
5	2B	★	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's achievement at optimum chosen level.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given realistic achievement goals the child will be able to record his achievement progress on a chart at the end of a given period of time.
2. Given the time and opportunity the child will be able to demonstrate observable changes in his personal behavior.
3. Given tasks at home, at school and in the neighborhood the child will be able to perform them to his own satisfaction and that of one adult.
4. Given the opportunity the child will be able to describe his feelings about his progress to others.
5. Given a physical education task the child will be able to perform at his optimum level.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss how the child feels about his achievements and those of others.
2. Make a bulletin board of "Our Best Work", including samples of each child's work, chosen by the child.
3. Make a mural including each child performing a task in which he feels some achievement.
4. Role play situations which give the child an opportunity to function at his optimum level.
5. Present a puppet show demonstrating a variety of areas in which people can excel.
6. Record achievement on a chart at the end of each time period so as to see progress.
7. Accept rewards for exceptional achievement in a variety of tasks.
8. Perform physical education activities at optimum level.
9. Observe a skilled worker performing his job and relate working at one's optimum level to one's achievement.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Recording Achievement on Progress Charts"

MATERIALS

Magazines, chart paper, magic markers, paste, crayons

PROCEDURE

1. Hold a class discussion about the different areas in which the children would be able to see progress in their own achievement.
2. From the different areas, ask each child to select three in which he could measure progress in his achievement.
3. Have the children design individual charts showing the selected three areas, using the provide art materials.
4. Throughout a definite period (e.g. six weeks), the children should be able to see their progress in their areas, and describe their charts.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5B		•	•	•		•	•		•							
2	2B	•	•			•		•		•						•	•
3	2B		•			•	•			•						•	•
4	6		•		•		•	•		•							
5	8		•		•	•	•	•	•	•					•	•	
6	2B	•			•	•	•	•	•	•							
7	7	•			•			•		•	•	•	•	•	•	•	
8	9	•			•		•						•				
9	8	•	•	•			•	•		•							

Self-awareness, Self-acceptance, Self-affirmation (Values)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop a knowledge of one's work values
- **Other's perceptions**
- **Influence on others**
- **Influence of others**
- **Morality**
- **Choice**

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the definition of work values the child will be able to list examples of external work values; that is, those imposed by someone else.
2. Given the definition of work values the child will be able to list examples of internal work values, that is, those which he imposes on himself.
3. Given a specific task the child will be able to tell how his work values are reflected in the way in which he completes it.
4. Given a list of work values the child will be able to tell which ones he holds.
5. Given knowledge of his own work values the child will be able to tell ways in which he learned or developed these values.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Assign the same task to each child. After a specified time discuss how different values affected the various outcomes of the task.
2. Make a list of classroom tasks. Have each child indicate his choice. Discuss how work values could affected his choice.
3. Cut out pictures from magazines of people doing different types of work. Make a bulletin board of these pictures and discuss it in relation to work values.
4. Have the students tell about the jobs they do at home and tell how their work values affect these jobs.
5. Have each child assume he no longer holds one work value which is important to him. Have him write a story telling how this affects his school work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What Are Work Values?"

MATERIALS

Construction paper, paste, magazines

PROCEDURE

1. Write on the bulletin board the topic "Our Work Values". Go around the room and have the students give their ideas of what work values are.
2. Have the student write on a sheet of paper all the things they do that they feel are work. Make a bulletin board called "Work I Do" from these papers.
3. From the bulletin board "Work I Do" have the students discuss their work values in relation to their work.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	•		•	•		•	•		•							
2	2B	•		•	•	•	•	•	•	•							
3	2B	★	•	•		•	•	•	•	•						•	•
4	5			•	•		•	•		•							
5	2B	★				•		•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an acceptance of one's work values in regard to work and environment.
Environmental values
Culture values

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the opportunity to select a work task from a list of possibilities the child will be able to provide at least one reason for his choice.
2. Given specific work the child will be able to describe his feelings if he were assigned this kind of work.
3. Given a check list of kinds of work the child will be able to choose those types which coincide with his work values. (e.g. choose between physical vs. mental; outside vs. inside work; etc.)
4. Given various work descriptions the child will be able to classify work as to that which he would like, be indifferent to, or dislike.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List occupations in which children in the classroom would like to take part. Have each child tell why he would like to do that work.
2. Make a bulletin board illustrating various work values.
3. Role play a situation in which one student portrays his idea of how a person who does not like to work would act, i.e., how he acts when the alarm goes off in the morning, when he gets to work - talking, coffee breaks, etc. This could be followed by a student portraying his idea of a person who likes to work.
4. Have the child name a job in the classroom that he would like to do. Let him perform the task. Then have him tell the class whether or not he did a good job and reasons for his judgment.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"On the Job"

MATERIALS

none

PROCEDURE

1. Prior to the lesson talk with the school staff; principal, teacher, secretary, custodian, nurse, and cooks - obtaining their permission for the students to do a specific task in their area. For example: sweeping the floor, peeling potatoes, drying dishes, grading papers, answering the phone, etc. Let students choose one task and do it.
2. Let each child tell the group how he felt doing this particular kind of work and share with others who did the same work.
3. Have each student write a paragraph telling why he would or would not like this type of work on a regular basis and draw a picture of himself doing it.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5B		•	•	•	•		•	•	•							
2	2B		•	•	•	•	•	•	•	•						•	•
3	6			•	•		•	•		•							•
4	9	★			•		•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's preferred work value patterns for personal and social benefit.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a classroom task the child will be able to tell the class in which ways the task is interesting or not interesting to him and how it helps others in his class.
2. Given a neighborhood project the child will be able to perform a task in which he will be of help to others involved.
3. Given a classroom discussion the child will be able to describe how he feels about himself as a worker.
4. Given one of his peers in need of assistance the child will be able to help him with his work.
5. Given a list of tasks the child will be able to perform some work which he says gives him personal satisfaction.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have the children check the following inventory:
   I like to:
   a. ____ be outdoors
   b. ____ be indoors
   c. ____ draw pictures
   d. ____ talk to people
   e. ____ be by myself
   f. ____ help people
   g. ____ work with machines
   h. ____ do things where I can move around
   i. ____ do things with my hands
   j. ____ try new things
   k. ____ make up songs
   l. ____ build things
   m. ____
   n. ____ etc.
   o. ____
2. Have the class discuss reasons why people work by answering:
   a. What is the difference between work and play?
   b. What is the difference between work and a hobby?
   c. When is work interesting and a pleasure?
   d. What would life be like at home if your father never worked?
   e. What are some of the reasons people work?
3. Have each child choose a type of work in which he in interested. Have him act out the various duties involved in the work. Have him explain how this work suits his interests and how it benefits others.
4. Have each student pick a job that he is interested in doing and perform it. Have him tell how this job is interesting to him and how it helps others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Child and Work"

MATERIALS

none

PROCEDURE

1. Give inventory to each child.
   I like to:
   a. ____ be outdoors
   b. ____ be indoors
   c. ____ draw pictures
   d. ____ talk to people
   e. ____ be by myself
   f. ____ help people
   g. ____ work with machines
   h. ____ do things where I can move around
   i. ____ do things with my hands
   j. ____ try new things
   k. ____ make up songs
   l. ____ build things
   m. ____
   n. ____ etc.
   o. ____
2. List on the board all those children whose interests lie in each category.
3. Group children according to interests and let each group illustrate for the class some aspect of his interests. Individuals may work alone if they so desire.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★		•	•	•		•	•	•							•
2	5B			•	•			•		•							
3	6	•	•	•	•		•	•	•	•							•
4	9	★			•	•	•	•	•	•							•

THE INDIVIDUAL AND HIS ENVIRONMENTS

TOPICS

Why People Work

The Individual and Work

Environments and Work

In the broad area, The Individual and His Environments, the following topics are developed.

Work topics - the concept of work, the necessity of work to the individual and his physical and social environments, and the concepts of needs and wants.

Individual topics - the interrelationships between people, differences among individuals, and the contributions of individuals.

Environmental topics - the work in the family, school, peer group, community, society, and the world.

In this area, an awareness and an appreciation of work related to the individual and environments are encouraged. The motivation to become a productive worker at his own level is fostered in the child. The expansion from family to the world corresponds to the natural expansion of the child's world.

Why People Work

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that work is a way of life.
Work is the acceptance of responsibility in the form of tasks.
Play is work.
Education is work.
In later life, people work at jobs or other meaningful tasks.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given possible reasons why people work, the child will be able to compile written lists of five ways in which work is essential to the individual.
2. Given a list of local industries or businesses, the child will be able to list five ways in which the work of each is essential.
3. Given historical information from books, newspapers, etc., the child will be able to define how workers helped our country become a strong nation.
4. Given a number of choices, the child will be able to willingly choose a task to perform.
5. Given the time and opportunity to do so, the child will be able to apply his work skills and attitudes to his everyday life.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss ways in which work is essentially important to the individual and community.
2. Discuss the most numerous types of occupations engaged in during various eras of United States history history, (e.g. hunting, trading, farming, shipping in the colonial era; farming during pioneer era, factory work in the modern era). Make a mural depicting the work discussed for each era.
3. Discuss with the class tasks which need to be done in the classroom. List these tasks on a chart and have students volunteer to perform them. For each task listed, have someone state why it is work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Occupations Through U.S. History"

MATERIALS NEEDED

Art supplies, including pencils, paper, paint, paint brushes, etc.

PROCEDURES

1. Have the students discuss the most numerous types of occupations engaged in during various eras of U.S. history:

   Colonial Era
   Pioneer Era
   Expansion Era
   Modern Era

2. Divide into small groups and have each group list three occupations engaged in for each era:

   Colonial - hunting, trading, shipping
   Pioneer - fishing, trapping, farming
   Expansion - railroad building, lumber-jacking
   Modern - factory work, radio and television, law enforcement, etc.

3. Have each group explain how their three choices are essential to the society at the time.
4. Have each group make a mural depicting the work listed within each era.
5. Show and explain each mural to the entire class.

TEACHER NOTES AND COMMENTS

RESOURCES

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•	•	•	•		•						•	•
3	10	★			•	•	•	•	•	•							•

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DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that work is man's way of creating, preserving, changing and/or rebuilding his environment. That the important environments within which he lives are:

family
school
community
society
world

RELATED DEVELOPMENTAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given his family and his community, the child will be able to state in written form ways of creating, preserving, changing and/or rebuilding those two environments.

2. Given the task of doing so, the child will be able to apply his work skills to rebuilding some aspect of his environment.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View a movie about the life and work of a famous inventor such as Thomas Edison. Discuss the movie in class to discover why his inventions brought change. Have books about Edison available for interested class members to further their study.
2. List how work has brought about changes in man's environment.
3. Read about people who have performed acts that have preserved aspects of their environment.
4. Discuss several simple inventions such as the telegraph, have interested students make working models of the inventions or have students design their own models.
5. Observe environments and discuss work being done to create, preserve, change or rebuild them. Discuss work that could be done and talk about ideas and means to change.
6. Visit a museum, viewing scope of technological advances.
7. Work on a project in his community that will rebuild some aspect of his environment (e.g. beautification project.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Clean a Polluted Area"

MATERIALS NEEDED

Transportation, cleaning utensils, filmstrips, magazines and newspapers

PROCEDURES

1. Show film or filmstrip illustrating the pollution problems in our society.
2. Discuss with children ways in which man could work to rebuild a more pleasing environment.
3. Plan a trip to a local polluted area (i.e. field of trash or lake). Have the children decide time, date, tools needed, etc.
4. Have the children work to clean the area. (Could be one-half day or Saturday).
5. Discuss with the children what effects they believe their project accomplished. Include reading about other similar efforts and new ways in which man is improving his environment at all levels:including family, school, community, society, world.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•		•					•
2	2B	*		•	•	•		•	•	•		•					•
3	2B	*		•		•			•	•		•					•
4	9	*	•	•	•		•	•	•	•		•					•
5	8			•	•		•	•		•		•					
6	8	*	•	•	•		•	•		•		•					•
7	9	*	•	•	•		•	•		•		•					•

The Individual and Work

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that through work people meet their needs.

Food
Shelter
Clothing
Psychological needs - safety

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a comparative index of incomes, the child will be able to identify ways in which needs would be met differently on an income of, e.g., $5,000 per year as compared to $20,000.
2. Given a completed task, the child will be able to describe how he feels if he did it well.
3. Given an imaginary disaster, the child will be able to describe what he must do to survive.
4. Given a local disaster, the child will be able to describe what he must be able to do to restore himself to his previous status.
5. Given an item of food, clothing or shelter, the child will be able to demonstrate steps followed in the production of that item.
6. Given a debate on the topic, "To Work or Not To Work", the child will be able to indicate several reasons why some people choose to work, and

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss the basic needs of all people. List these needs on the board. Decide what would be sent in a CARE package to people in a disaster or poverty area.
2. Choose clothing needed to begin the school year given $100.00 in play money and a catalogue or newspaper.
3. Make a loaf of bread in class after discussing the materials needed and steps involved in the process. Involve all students in this task or a similar task to produce a basic need.
4. Plan and carry out a debate on the topic "To Work or Not to Work".

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Impossible Mission"

MATERIALS NEEDED

Slides, pictures or filmstrips of an uninhabited area, (oasis in the desert, forest, island, jungle), small swimming pool half-filled with dirt, several sticks for writing in the dirt.

PROCEDURES

1. This lesson should be preceded by some classwork on basic needs. To set up the classroom, before the children arrive, push all of the desks to the back leaving the front free for the pool. Have the pictures or what you use ready to go but covered until you begin. Turn out the lights and have the children close their eyes. State: "Your class has just been mysteriously transported to an uninhabited area. As you open your eyes, you will see your new surroundings. Your mission: should you choose to accept it, is to survive. The only objects you have are the pool half-filled with dirt and what you see in the pictures".

2. At this point tell the class that it is on its own for establishing ways and means of staying alive and providing for its needs. Remind your students that they have only the dirt and whatever objects they see in the pictures to work with. (Make sure the pictures provide enough variety with which to produce the basic needs).

3. Discuss the process they have gone through and evaluate their success at survival. Reflect feelings they experienced and problems they encountered.
4. Follow with a discussion of basic needs and the manner in which they meet them in their everyday life.
5. An additional step to this lesson would be to see how many of the objects from the uninhabited area were available locally. If a sufficient number is available, the children could attempt to make some of the items they determined would be necessary to fulfill their basic needs.

TEACHER NEEDS AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5		•	•	•	•		•	•	•				•			•
2	2B	*	•			•		•	•	•	•						•
3	9	•		•	•		•	•	•	•		•		•			
4	5		•	•	•			•	•	•							•

DEVELOPMENTAL OBJECTIVES (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that work is a way of fulfilling personal wants.

Personal accomplishments and satisfaction
Helping significant others
Personal comforts
Belonging and love

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the socio-economic status ranking of various occupations and their accompanying salary ranges, the child will be able to:
   a. rank the work according to possible monetary gain
   b. list those luxuries many families may be able to afford today
   c. classify work according to its level of intrinsic gain

2. Given the simulated task of choosing a certain type of work, the child will be able to list things which would give him a sense of personal accomplishment and satisfaction, (i.e., monetary, intrinsic).

3. Given the statement, "I need $_____ each month to live", the child will be able to indicate several possible differences in life style, according to the amounts stated.
4. Given the assignment to help another student the child will be able to state how he felt while doing so, afterward (i.e., uncomfortable, embarrassed, pleased, etc.).

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a list of luxuries in the home which could be eliminated if necessary. Discuss the reasons why people have luxuries.
2. Interview and tape representatives of occupations to determine monetary and intrinsic gain.
3. Discuss with the class the different reasons why people work.
4. Role-play people in different occupations. Discuss the rewards each occupation provides.
5. Visit different work settings to determine monetary and intrinsic gain.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Volunteers and Personal Wants"

MATERIALS

Blackboard , chalk

PROCEDURE

1. Discuss what volunteer work is. How is it related or unrelated to "jobs" (i.e. responsibilities, money, satisfaction, etc.).
2. List on the blackboard as many types of volunteer work as possible. Have class choose one type to study in detail, such as hospital volunteers.
3. Arrange a visit to a hospital. Have each child or group of children interview a volunteer. Have them ask questions about why he does volunteer work; what are the qualifications, etc.
4. Have each child present his findings to the class and summarize how volunteer work fulfills needs of satisfaction, love, helping others, etc.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•		•	•	•							•
2	5	*	•	•	•			•		•							•
3	5			•	•			•		•							
4	6		•	•	•		•	•		•							
5	8	*	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation that work is a way of fulfilling environmental wants.

Beauty
Recreation
Comforts
Space

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the environmental wants listed, the child will be able to indicate several ways in which environmental wants can be fulfilled through work.
2. Given an experience focusing on one of the environmental wants, e.g., a visit to a fair or a museum, the child will be able to compare ways in which feelings might differ if he had to earn the money needed to participate or if his parents were paying for it.
3. Given work in which he is a participant, the child will be able to utilize the income in securing one or more of the listed environmental wants.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss environmental wants - beauty, recreation, comforts, and space.
2. Discuss healthy work attitudes which will best meet the environmental wants.
3. Invite a speaker from the unemployment bureau to discuss work and rewards from work.
4. Role-play a family in which their work attitudes do not fulfill their environmental wants (i.e., all family members unemployed) and a family in which they do fulfill their environmental wants (i.e., one or more members are gainfully employed.)
5. View a business establishment in the community and interview workers to ascertain their reasons for working and the environmental wants which their work meets.
6. Discuss the idea of whether enjoyment of beauty, recreation, comforts, and space is affected by whether one is required to pay for them.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Creation of Society After Total Destruction"

MATERIALS

Books on primitive societies, tape recorder

PROCEDURE

1. Discuss what would happen if our society, as we know it, was destroyed. Have children begin to talk about how they would rebuild it.
2. Have children read about primitive man and the jobs he created to better his situation.
3. Have children list environmental wants in priority (beauty, recreation, comforts, space) with regard to which ones are necessary for him as an individual and which ones are desirable but not mandatory.
4. Discuss and tape which jobs in their new society will fulfill their environmental wants.
5. Discuss and tape discussion of present-day jobs which accomplishment these wants.
6. Play both tapes and have children compare ideas of both.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: One	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•			•		•							
3	5			•	•			•		•							
4	6		•	•	•			•		•							
5	8	*	•	•	•		•	•		•							•
6	6			•	•			•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of the interaction and interdependence among individuals at work in their environments

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us, tasks assigned to us

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given two specific related "jobs", the child will be able to cite the ways in which the "jobs" are related.
2. Given a list from which to choose, the child will be able to select the various "jobs" that he depends on for food, clothing, shelter, recreation, etc.
3. Given a completed group project, the child will be able to list the tasks he undertook and state whether he assigned them to himself or another assigned them to him.
4. Given the task of working as a group member on an assigned project, the child will be able to make a noticeable contribution, and to indicate ways in which others helped him.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss all the different "jobs" and workers involved in building a school or apartment house. Discuss how each job and worker depends on others.
2. Write a skit about a project that requires many different tasks for completion. Have each child represent a "task" and tell how he is related to the othe tasks.
3. Visit a factory or large office building. Have the child observe the different "jobs" required the final product

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interaction and Interdependence of Workers"

MATERIALS

Cardboard, cellophane, popsicle sticks, glue, construction paper, paint and brushes

PROCEDURE

1. With the class, discuss the many different workers needed to build a school building. Begin with the architect who plans and draws blue prints; then talk about the several tasks of the contractors and employees; digging the foundation (machinists to run large equipment as bull dozers); laying the foundation (cement finishers and brick layers); building the actual structure (carpenters, bricklayers, and laborers); interior decoration (people who select fixtures, furniture and curtains.
2. As the discussion progresses, list or draw the types of work required to complete the building.
3. Next discuss how all the workers must depend upon each other so that they can carry out their own task. Also talk about the interaction which must take place among the workers while they complete their tasks.
4. Divide into groups of five or six. Have each group member select a task to carry out in building a model school building. Use popsicle sticks and cardboard for the foundation and walls, glue for cement, tempera paint for interior, cellophane for windows, cardboard and construction paper for fixtures and furniture: Tasks

Tasks can be delegated as follows:

foundation builder	one person
wall and roof builders	one or two people
gluer	one person
painter	one person
interior designer	one or two people

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	6		•	•	•	•		•	•	•							•
3	8	★	•	•			•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of individual differences in work.

Personal characteristics
Environment
Preferences
Limitations

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a specific "job", the child will be able to list the personal characteristics, including preferences and limitations, of an idividual who would be effective in this job.
2. Given background information from various countries or areas, the child will be able to distinguish how different environments may affect how people work.
3. Given an art activity, the child will be able to indicate in which ways he performed his task differently from one other student, though the two had been given the same task.
4. Given work in varying situations, the child will be able to describe how he feels working in these different situations.
5. Given a visit to an art gallery and a list of artistic styles, the child will be able to compare and contrast the work of two artists.
6. Given hypothetical job descriptions, the child will be able to give his reaction to it in terms of its environment, his personal characteristics and preferences, its limitations, not for choice but for fit.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read about different jobs and discuss personal characteristics that are related to each.
2. Show movies that illustrate the skills necessary for different "jobs". List these skills.
3. Develop a play that illustrates all the different skills needed for a specific "job", (e.g., making a dress).
4. Using occupational kits, simulate doing a specific job.
5. Draw cartoons of workers who don't seem to fit their work.
6. Observe a worker for a specific period of time to note the skills, type of environment, and limitations apparent in the work.
7. Set up demonstrations so the child can show the class a skill he performs especially well.
8. Students each make a dozen chocolate chip cookies, following the same recipe and compare them as to size, texture, taste, etc.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Relief Map"

MATERIALS

Art Supplies, salt, flour, food coloring, water and water colors

PROCEDURE

1. Discuss how individuals differ in their work according to their personal characteristics, preference and limitations.
2. Give the students an art activity related to a geography or history lesson. (Example- construction of a relief map of a certain area of the United States or world.)
3. Have students view each class members' project and compare and contrast the individual differences that evolved from the same directions.
4. Relate these findings to a general discussion of how people can approach the same task differently and still fulfill requirements. Relate this broadly to individual differences in occupations.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•		•	•	•							•
2	2B			•	•	•	•	•	•								
3	6		•		•	•	•	•	•	•							•
4	7	★	•		•		•	•		•							•
5	2B	★				•	•	•	•	•						•	•
6	8	☆	•	•			•	•		•							•
7	9	★			•		•	•	•	•	•	•	•	•	•	•	•
8	9	★		•	•		•	•	•	•		•					•

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ENVIRONMENT AND WORK

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work and its contributions to the community.

Work accomplished by the community for others.
Work done for the community by others

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a community observation or field trip, the child will be able to list and describe ten "jobs" that are performed in the community, and five areas of work that are not "jobs".
2. Given information concerning the work of various community members, the child will be able to explain ways in which each contributes to the community.
3. Given a job outside the home, the child will be able to cite how the job contributes to the community.
4. Given information concerning a business, industry, or service new to the community, the child will be able to project possible contributions to be made by each.
5. Given a list of ways to become involved, the child will be able to choose to participate in an activity aimed at community improvement. (Example: collect newspapers,bottles, etc.)
6. Given the adults in their family, the child will be able to identify work that they do aside from their job that contributes to the community.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make a poster of community workers and note their contributions.
2. View films and film strips about community workers and discuss the jobs of each.
3. Write and present a play, "One Day in Our Community", showing how the work of the community contributes to the community and how the workers contribute to each other.
4. Attend a meeting of, e.c., the city council, school board, planning and zoning commission, and report to the class on contributions to the community made by the group.
5. Take a walk through the community. Observe the workers and discuss their jobs with them if they aren't too busy. Discuss how each worker contributes to the community.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Jobs in the Community"

MATERIALS

Films, filmstrips, pamphlets

PROCEDURE

1. Take a field trip to a factory, and have the children list the various qualifications and characteristics that one would need to perform a job. The teacher can collect the job specifications and then compare them to the specifications that the children think are necessary.
2. Discuss in the class the observations, comments, questions, and lists of the children and also compare the specifications from the factory with those listed by the children.
3. Show films or filmstrips related to factory work.
4. Have a guest speaker from the factory come in and talk to the children.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

	Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*					•	•	•		•						•	•
2	2B				•	•	•	•	•	•	•							
3	6			•	•	•	•	•	•	•	•						•	•
4	8	*	•	•	•			•	•		•							•
5	8	*	•	•	•			•	•		•			•				•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of work in the peer group.

Work tasks accomplished by group.
Work done for the group.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a leadership task, the child will be able to choose members and delegate responsibility to complete the assignment.
2. Given a leadership task, the child will be able to adjust the plan if someone does not perform his duty.
3. Given the absence of a member of his work group, the child will be able to indicate his positive and negative feelings concerning additional work, responsibility, time required, etc.
4. Given a work project, the child will be able to successfully complete it with the aid of members of his peer group.
5. Given a discussion following a group task, the child will be able to verbalize his feelings concerning the cohesiveness or lack of cohesiveness within the group and the effect of same on the project.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Keep a study log of group activities for one week. Note the reasons why problems arose or why things went smoothly.
2. Discuss working together as a group and the problems and rewards.
3. Plan a bulletin board for the week with a small group of peers.
4. Discuss leadership within a small group.
5. Role-play a situation in which one does not complete or adequately perform his job.
6. Have students discuss possible problems and people involved before role playing.
7. Observe another small group in the classroom. Note reasons for cooperation or problems within the group. Suggest to the group how to improve group relations and work. Then have the other group observe your work group and make suggestions.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Georgraphy Unit and Small Group Work"

MATERIALS

Library materials and art materials

PROCEDURE

1. Following a discussion about how people work in a group to accomplish a task, plan a unit in geography about one country.
2. Have a class divide into several groups. Have each group select a particular area of knowledge about that country which it would like to study. Areas of study might be education, transportation, physical characteristics, industry, etc.
3. Provide library and art material for the children so that they can spend several days working on the subject.
4. Have a class discussion after each work period about problems that each group might have in trying to work together. Share information about how one group solved that prticular problem.
5. Take notes on each group discussion and compare with the next day's discussion to see if any improvements have been made.
6. Have children present results of their group work.
7. Summarize in a discussion what they have learned about working in a group. See if they are able to identify tasks that would be good for group work and tasks that would not be good.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•			•		•		•							•
2	5			•	•			•		•							
3	2B		•		•	•	•	•	•	•						•	•
4	5		•	•	•			•		•							
5	6		•		•		•	•		•							
6	5		•	•	•			•		•							
7	8		•		•		•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of work and its contribution to society.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of workers, the child will be able to determine their contribution to society.
2. Given a family situation, the child will be able to determine this family's contribution to society.
3. Given the situation, the child will be able to name his work interests and their relationship to society.
4. Given a visit to an industry, business, or service agency, the child will be able to list three contributions made to society by the organization.
5. Given a newspaper, television, or magazine report concerning a strike, the child will be able to name those services of which society is being deprived because of the strike.

ADDITIONAL BEHAVIORAL OBJECTIVES

ADDITIONAL BEHAVIORAL OBJECTIVES (continued)

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. View films and filmstrips of workers in society. Discuss the tasks and contributions of each of the workers.
2. Read books concerning jobs in society.
3. Interview guest speaker's about their work.
4. Enact role playing of jobs in our society.
5. Observe workers in the community. List those observed, the work each does, and how each contributed to society.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What Does Business Contribute to Society?"

MATERIALS

Films, filmstrips, newspapers,
guest speakers, pamphlets,
and books

PROCEDURE

1. Plan a field trip to a place of business and have the children list at least three contributions that the business makes to society.
2. In class, discuss the lists of contributions compiled by the children.
3. Provide books, newspapers, pamphlets, films and filmstrips to discover if there are any contributions that might have been omitted.
4. Invite a guest speaker to tell what contributions he feels that his business makes to society and then compare what the speaker said with the lists compiled by the children.
5. Produce a play in which the children depict what contributions a business makes to society.
6. The teacher might stimulate interest by asking the children how business might be detrimental to society.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•	•		•	•	•							•
2	2B	*				•			•	•							•
3	5			•	•			•		•							
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5	8	*	•	•	•	•		•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of the environments and an awareness that a worker can contribute to his culture.

Family	**Community**	**World**	**Through Resources**
School	**Society**		**Production of goods and services**
			Consumer

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given readings focusing on various minority groups, the child will be able to list unique ways in which various minority groups contribute to the American culture.
2. Given examples of work of various minority groups, the child will be able to compare and contrast contributions made to our culture by various minorities.
3. Given a visit to a work site, the child will be able to identify ways and means by which a worker's environment may deter and/or facilitate a worker's cultural contributions.
4. Given a list of possible contributions, the child will be able to list ways in which he, as an individual, makes unique contributions to his environment and thus to his culture.
5. Given a class discussion, the child will be able to compare and contrast his contributions to that of his peers and to discuss reasons for the differences.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List contributions to the culture made by people within child's acquaintance.
2. Interview another child in the class in regard to contributions the child views his mother/father making to the culture via work.
3. Role-play work performed by various sub-groups.
4. Conduct panel or seminar focusing on contributions made by individuals to our culture.
5. Take trips to various sections of the city or community in which different subcultures play prominent roles.
6. Construct a chart or bulletin board focusing upon unique contributions of various sub-groups in our culture.

ADDITIONAL ACTITIVIES

SAMPLE LESSON

"Class Newspaper'.

MATERIALS

Typewriter, paper, pencils, ditto and machine

PROCEDURE

First Day

1. Divide the class into two groups.
2. One group will be the reporters and the other will be interviewed on the contributions that their parents are making to the culture via work.

Second Day

1. The groups change roles and complete the interviews.

Third Day

1. Type the responses on the ditto.
2. Run the ditto and distribute a copy to each student.

Fourth Day

1. Discuss responses in the paper.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*				•		•		•							•
2	5		•		•		•	•		•							
3	6		•		•		•	•		•							
4	5		•		•		•	•		•							
5	8	*	•	•			•	•		•							•
6	2B	*	•	•	•	•	•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of one's environments and an awareness of ways that a worker serves the world.

Family
School
Community
Society
World
Through Resources
Production of goods and and services
Consumer

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given an understanding of the interrelationship of various types of work, the child will be able to list the steps through which one product goes from its origin to delivery to the final location.
2. Given a list of several types of work, the child will be able to indicate ways in which the work is related to world needs.
3. Given a community need the child will be able to apply himself to a task that will make his environment better.
4. Given the names of national or world figures and positions the child will be able to match the names with the roles.

ADDITIONAL BEHAVIORAL OBJECTIVES

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview workers to find out how they feel they serve the world.
2. Discuss the ways workers serve the world.
3. Role-playing the life of a famous person who served or serves the world.
4. Perform as a class a job which will serve the community, (e.g., planting trees, cleaning up a vacant lot, etc.) Discuss other contributions the class could make to the community as individuals or groups.
5. Research the background required for a person in a national position (senator, judge, vice-president, etc.). Identify ways in which the person serves the world.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What It Takes To Be A _____"

MATERIALS

Stationery, stamps, art materials (for bulletin board)

PROCEDURE

1. Identify various prominent national positions. (Senator, Supreme Court Judge, Vice President, etc.) Determine, through questions and discussions, what the students already know regarding background or requirements for these positions.
2. Operating from the base which the students already have, divide the class into groups and have each group select one position on which to do research.
3. Utilizing various sources (encyclopedias, government publications, letters to officials, etc.), have the students compile as accurate a description as possible of the requirements for the position assigned.
4. If possible, have the students secure photographs of men or women serving in these roles. Present, orally, information collected, allowing students to ask questions. After the materials have been shared, utilize them for a class or school display.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5	*	•	•	•		•	•		•							•
2	5			•	•		•	•		•							
3	6	•	•		•		•	•		•	•	•	•	•	•	•	
4	9	*	•	•			•	•		•		•					•
5	2B	*	•	•		•		•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVES (UNIT 6)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of the interactions of all environments.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the various environments in which he finds himself the child will be able to compare the roles which he plays in his various environments. (i.e., home, school, community, society and world.)
2. Given situations in which interaction occurs, the child will be able to compare and contrast favorable and unfavorable interaction between environments, (i.e., family and school).
3. Given home and school experiences, the child will be able to describe his understanding of the interactions of all his environments.
4. Given tasks at home, at school, and in the neighborhood, the child will be able to adjust to any environment in which he finds himself.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Invite a famous alumnus or alumnae of the school to discuss the role that the school played in his/her life and work.
2. Role-play the situation encountered by a newly-enrolled student. Discuss the way one feels when he encounters a new environment.
3. Tour the community and observe the interactions between the family and school that are apparent.
4. Perform a school task which serves the community.
5. Arrange for and present a panel composed of a parent, a student, and a member of the school staff to discuss ways in which each one's work affects the others, positively and/or negatively.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interaction With a New Environment"

MATERIALS

Paper and pencils

PROCEDURE

1. Students will discuss the various environments (school, home, etc.) with which they interact.
2. A small group of students will role play the situation encountered by a newly-enrolled student in their school.
3. Students will discuss and act out the way one feels when he encounters a new environment.
4. Each student will write ways in which they would assist a new student in their school, and demonstrate the alternative means.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	6		•		•		•	•		•							
3	8	★	•	•	•		•	•		•							•
4	9	★			•		•	•		•							•
5	5		•	•	•		•	•		•							

Work as "Jobs" or "Occupations"

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the meaning of the concept "Job" or "Occupation".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of various jobs, the child will be able to define, to his own and the teacher's satisfaction, the word "job" as used in this context.
2. Given the assignment to research the topic, the child will be able to compare and/or differentiate in verbal or written form between "job" and "vocation", and "job" and "profession".
3. Given a list of tasks a child performs at home and school, the child will be able to list a minimum of five tasks he has performed that are similar to "jobs".

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Use tape recorder to tape the child talking about kinds of "jobs". Place the recorder in a place where other students can listen to the tapes.
2. Cut out pictures illustrating "jobs".
3. Set up a role playing situation in which the children perform various "jobs".
4. Tutor children in lower grades as an active example of a "job".
5. Plan a trip to an industry to notice the "jobs" there. Have each child watch one worker for a specified period of time and keep track of all the things he does. Follow up with making of charts showing similarities and differences and discussion of meaning to co-workers, to themselves and others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work as 'Jobs' or 'Occupations' "

MATERIALS

Tape Recorder
Tapes of occupations (commercially produced - for example, by Guidance Services)

PROCEDURE

1. As individual assignment:
   a. Determine difference in titles, ("jobs" and "occupations")
   b. List jobs students have had at home, school, community.
   c. Determine if these jobs could lead to a particular occupation.
2. As a class, discuss and tape record their findings.
3. Have recorder available for student use.
4. If possible, have purchased occupational tapes for students' use.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•			•		•							•
2	2B	★	•				•	•		•							•
3	6	★	•		•		•	•		•							•
4	9	★			•	•	•	•	•	•	•	•	•	•	•	•	•
5	8	★	•	•	•	•	•	•	•	•						•	•

DEVELOPMENTAL OBJECTIVES (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an appreciation of the importance of all "jobs" or "occupations".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of occupations, the child will be able to tell why each is important.
2. Given a list of jobs performed within his city, the child will be able to provide a minimum of three reasons for the existence of the job.
3. Given a list of jobs which exist in his community, the child will be able to designate, verbally, or in written form, the "jobs" which currently affect him the most as compared to those which influence someone else, e.g., his parents, to the greatest extent.
4. Given the imaginary condition that a "job" which he considers important no longer exists, the child will be able to describe the possible effects on him as a person.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Cut out pictures of persons performing "jobs" and write about the importance of each.
2. Arrange a hall display relevant to the importance of all jobs.
3. Take pictures of people working in the community. Show them to the class or put them on the bulletin board.
4. Plan a trip to a local industry.
5. Carry out a class unit on an area such as transportation/communication and discuss the roles of workers in that industry.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Transportation: Past, Present and Future"

MATERIALS

References, especially from areas of transportation
Transportation for trip
School permit slips

PROCEDURE

1. Divide class into committees for specific type of transportation.
2. Committees develop their form of transportation and report as to past, present and future status.

   a. Need of specific transportation
   b. Social rules and regulations regarding form of transportation
   c. Workers as to type of occupation, duties, place in industry.
3. If possible, visit area of transportation such as airport, railroad station, or railroad museum to interview workers.
4. Role play in committees a form of transportation in the future.

ADDITIONAL ACTIVITIES

ADDITIONAL ACTIVITIES (continued)

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•			•	•	•	•	•							•
2	2B	*	•	•		•	•	•		•						•	•
3	2B	*	•	•			•	•		•						•	•
4	8	*	•	•	•		•	•		•							•
5	5			•	•	•	•	•	•	•							•

Varieties of Work

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of classifications of occupations.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a minimum of ten occupations, the child will be able to classify occupations into professional, semi-professional, skilled and unskilled and provide one reason for the classification.
2. Given a list of classifications of occupations, the child will be able to state, in written form, what constitutes an occupation as professional, semi-professional, skilled or unskilled.
3. Given a list of classification of occupations, the child will be able to list five occupations which pertain to each of the four categories involved - professional, semi-professional, skilled and unskilled.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - PSYCHOMOTOR)

1. Make a list of unusual "jobs" of men and women. Expand the list to a scrapbook of pictures, drawings and narration.
2. Introduce the occupational status ranking scale with a discussion of the importance of student's rank.
3. Rate jobs as to status; compare ratings with published status ratings.
4. Use pages in the telephone book to discuss the variety of "jobs" and classify them as professional, semi-professional, skilled or unskilled. Local want ads may also be used.
5. Write a short paper describing the skills needed to perform a "job" in one of the categories.
6. Give a program demonstrating different "jobs" and occupations.
7. Role play the head of a company. Set up problem situations to dramatize such as strikes, equipment needed that hasn't arrived.
8. Take a field trip to local industries.
9. Take pictures of workers.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Classifying with the Telephone Book"

MATERIALS

Telephone Book

PROCEDURE

1 1. Review the meaning of professional, semi-professional, skilled and unskilled giving several examples of each.
2. Select a particular job family such as city employees.
3. With the class, compile a list of city employees using the telephone book as a guide.
4. Discuss what the "job" of each city employee involves.
5. Differentiate between the education and skills required for each "job".
6. Categorize the "jobs" as professional, semi-professional, skilled or unskilled.

TEACHER NOTES AND COMMMENTS

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TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•							•
2	5			•	•	•		•	•	•							
3	2B	*	•	•	•	•		•	•	•							•
4	2B	*	•	•	•	•		•	•	•							•
5	2B	*	•	•		•		•	•	•							•
6	6		•	•	•		•	•		•							

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DEVELOPMENTAL OBJECTIVE

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness ot the interdependence of "Jobs" or "Occupations".

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of "jobs", the child will be able to describe their interdependence.
2. Given a tour of the community, the child will be able to write a short paper on the interdependence of the "jobs" seen.
3. Given a specific situation, the child will be able to explain in what ways various jobs viewed were interdependent.
4. Given the description of his parent's job, the child will be able to cite other jobs that are dependent on those of his parents.
5. Given a situation in which the child's father's job was changed, the child will be able to define ways in which his mother's life might be altered.
6. Given a list of school personnel, the child will be able to state orally how they are interdependent.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Cut out pictures and write about interdependence of "jobs".
2. List all the "jobs" in the school and describe how they depend on one another.
3. Create hail display on the interdependence of "jobs".
4. Tour the community and note the interdependence of "jobs".
5. Visit local plants or industrial sites.
6. Observe a new house being built.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interdependence of School Workers"

MATERIALS

School personnel roster, including position and names of those personnal listed on the roster.

PROCEDURE

1. Review with students the meaning of dependent, independent and interdependent.
2. Elicit from the students and the school directory a list of all the "jobs" in the school system including superintendent, pesonnel manager, curriculum supervisor, principals, teachers, teacher aides, teaching specialists (speech, reading, etc.), guidance personnel, nurses, custodians, maintenance men, students, etc.
3. Discuss the meaning and purpose of each "job".
4. Have the students divided into small groups, choose three of the "jobs" and list ways in which they depend upon each other, i.e., curriculum supervisor, principal, teacher.

   a. Curriculum supervisor: responsible for setting up curriculum throughout the system. Depends on the principal and teachers to implement the programs and suggest necessary changes.
   b. Principal: responsible for presenting curriculum to the staff. Depends on curriculum supervisors for the plan and on the teachers for implementation and feedback.
   c. Teachers: responsible for presentation of materials to the students for their use and reactions. Depends on curriculum supervisor and principal for the plan.
5. Have each one of the small groups interview one of the people they chose to verify the correctness of their assumptions.
6. Follow-up discussion to determine:

   a. what they found out.
   b. how it fit what they had thought
   c. how they felt about it.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Dyad	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•		•	•		•	•	•						•	•
2	2B	*	•	•	•	•		•	•	•							•
3	2B	*	•	•		•	•	•	•	•						•	•
4	8	*	•	•	•		•	•		•							•
5	8	*	•	•	•		•	•		•		•					•
6	8	*	•	•	•		•	•		•	•	•					•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the concept of division of labor.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given background information on the division of labor, the child will be able to identify divisions of labor within his home, his school, his community and the nation.
2. Given a work experience, the child will be able to demonstrate two completed tasks in which he illustrates the division of labor and identifies the divisions as they occur.
3. Given a simulates situation or some audio-visual aids, the child will be able to demonstrate the division of labor as it exists within the community or the nation.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

1. Cut out pictures and write about the division of labor.
2. Prepare a hall display on the division of labor.
3. Take pictures of workers; divide into categories.
4. Plan and take a trip to a local industry

ADDITIONAL ACTIVITIES

SAMPLE LESSON

Hall display on division of labor

MATERIALS

Art Supplies
- Paper
- Pens
- Colored Pencils

Magazines

PROCEDURE

1. Discuss the concept of division of labor.
2. Plan how to present the idea in the hall display on division of labor in house construction.
3. Decide how to divide the labor in getting the hall display ready and divide accordingly..
4. Prepare the display and put it up.
5. Evaluate the hall display and put it up.
6. Evaluate the division of labor involved in g getting the display ready and up; the advantages, disadvantages, problems encountered, individual reactions and feelings.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•							•
2	2B	*	•	•	•	•	•	•	•	•						•	•
3	2B	*	•				•	•		•						•	•
4	8	*	•	•	•		•	•		•							•

Work Families in Environments

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that there are different careers within major work fields.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

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1. Given a list of major work fields, the child will be able to designate and describe a minimum of five careers which are a part of three major work fields, e.g., medicine, business, education.
2. Given lists of major work fields and careers, the child will be able to correctly match the various careers with the major work fields.
3. Given field trips of various types, the child will be able to identify the major work fields and careers included in the visits.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Cut out pictures and write about careers in major work fields.
2. Show the difference between an accountant, clerk, bookkeeper and secretary by writing about the different places in which they work.
3. Simulate a T.V. program with the topic, "Name of the Job Is". Know which jobs are related to math or science, etc.
4. Play a game called "Name That Job". Use two teams of equal size and have each team show different jobs to the other team for them to identify.
5. Role play a T.V. weatherman giving his weather report.
6. Take pictures of workers and their "jobs".
7. Plan and take a trip to a local industry.
8. Make mobiles showing different kinds of work in major work fields. Use names of workers, tools used or pictures of workers as parts.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work Field Mobiles".

MATERIALS

Dictionary
DOT
Pictures
Magazines
Art Materials
Wire
String

PROCEDURE

1. Have the children divide into groups of three.
2. Show them how mobiles are made and discuss what makes a good mobile.
3. Have each group choose a major work field and make its own unique mobile showing at least 7 to 10 careers within that work field.
4. Have the mobiles judged by someone outside the class.

TEACHER NOTES AND COMMENTS

TEACHER NOTES AND COMMENTS (continued)

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•	•	•	•	•						•	•
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3	6	★	•	•	•		•	•		•	•	•					
4	6		•		•		•	•		•							•
5	6	★	•		•		•	•		•							
6	2B	★	•				•	•		•						•	•
7	8	★	•	•	•		•	•		•							•
8	2B	★	•	•			•	•		•						•	•

WORK FAMILIES

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that work can be categorized into job families.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of types of work and categories of work families, the child will be able to match the type of work with the correct work family.
2. Given a list of work families, the child will be able to provide a minimum of ten kinds of work which apply to each work family.
3. Given a list of the types of work performed by his classmate's parents, the child will be able to determine the work family classification of each.
4. Given a list of the types of work performed by the class member themselves, the child will be able to determine in what work family this might be included.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Develop a chart listing characteristics required within different work families.
2. With a group, gather information about work families and report to each other.
3. Select an occupation and find out the requirements for that "job". Place it into a work family book.
4. Write the Chamber of Commerce or Bureau of Labor for information about work families.
5. Make a notebook describing work families.
6. Visit families on the block and interview people regarding the work that they do. Share the various experiences and make a bar graph of work families showing how many of the people interviewed fall into each category.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Worker Interview'

MATERIALS

Bar graph for work families

PROCEDURE

1. Discuss with the children what an interview situation is, its purpose, courtesy for and manner in which one is usually handled. Have them role play one or two.
2. Set up with the children questions that might be asked of workers to determine into which work family his work falls.
3. Have each child make arrangements to see at least five workers on his block. Try not to overlap.
4. Provide the children with sheets listing the questions they decided upon allowing room for answers.
5. Have the children conduct the interview.
6. Follow up: Discuss the responses to the interviews and decide which work family the person's job is in and place it on the bar graph.
7. Discuss their feelings about the interviews.

TEACHER NOTES AND COMMENTS

RESOURCES

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4	2B	*	•			•		•		•							•
5	2B	*	•	•	•	•		•	•	•							•
6	5	*	•	•	•	•	•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the influence of work on personal factors - residence, work hours, clothing and friends.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a map of the state in which he lives, the child will be able to list possible types of work available in each area, and/or reasons for possible lack of work.
2. Given a list of occupations, the child will be able to list at least five factors which may influence an in individual in his choice of this occupation.
3. Given a job description and yearly salary, the child will be able to describe a worker's housing area, type of residence, social-recreational aspects, daily schedule, etc.
4. Given a knowledge of his parent's work, the child will be able to list personal factors that are affected by the parent's work.
5. Given a knowledge of his parent's work and work of a peer's parents, the child will be able to differentiate between his life style and that of at least one other student and provide several reasons for the existence of these differences.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - PSYCHOMOTOR)

1. Cut out pictures of workers and write about personal factors that are affected by that work.
2. Make a mural showing how housing changes as you travel from the rural area to the center of a city.
3. Role play the home life of a blue collar-worker, a white-collar woker, and the professional.
4. Make a model of an inner-city residence and a model of a suburban residence.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work's Influence on Personal Factors"

MATERIALS

none

PROCEDURE

1. 1. Have the class choose several "jobs" that interest them and about which they have some knowledge.
   2. Discuss how each of the jobs affects a worker's residence, working hours, clothing, friends, etc.
   3. Arrange for the personnel director from a local industry or business to come to the class. Have that person present informaton about the types of jobs available in his place of work.
4. Divide the class into groups of 2 or 3 and have them choose one of the jobs presented to be responsible for when they visit the work site. Have them interview the worker who holds the job they chose on-site and stress in the interview work influence on personal factors.
5. Have each group present the information gathered to the class, comparing and contrasting how different jobs have different influences and how different workers in the same job reported their views.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
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2	2B		•				•	•		•						•	•
3	6		•		•		•	•		•							
4	2B	*	•		•		•	•		•						•	•

Work Families in Environment

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that the government has major job classifications.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - EXPERIENTIAL)

1. Given two classification listings, the child will be able to compare and contrast the methods by which jobs are classified.
2. Given job classifications, the child will be able to list examples of each.
3. Given the opportunity to select, the child will be able to choose a job classification that would be suited to his talents as he views them.
4. Given the assignment, the child will be able to list a job classification for which his talents are not suited.
5. Given the task of experimenting with the DOT, the child will be able to indicate his feelings while utilizing it, (e.g., confusion, enthusiasm, boredom, frustration, anger, etc.), and reasons why he had the feelings.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss the talents needed to perform at the various work settings visited.
2. Read books related to the major job classifications.
3. Match jobs and their major job classifications.
4. Discuss why a classification of jobs is expedient and/or necessary.
5. Visit work settings in as many of the major job classifications as possible.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Experimenting with the DOT"

MATERIALS

DOT --- several if possible

PROCEDURE

1. Have each student choose a "job" which interests him.
2. Show him how to locate the job in the DOT and list information it provides for that "job".
3. Let each child experiment with the DOT on his own to find the job he chose and what information he can gain about it. If he has difficulty, the teacher or another child should help him.
4. Have each child take notes on the information he finds.
5. In small groups, have each child share with the others the information he gathered. Have each talk about what he learned abot the DOT. If possible, have each child demonstrate to the group the techniques he found most useful in locating the information.

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TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	*	•	•	•	•		•	•	•							•
3	2B	*		•		•			•	•							•
4	5			•	•			•		•							
5	8	*	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARNESS - APPRECIATION - MOTIVATION)

To develop an appreciation of work in the school system.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of occupations, the child will be able to list ten occupations within the school system.
2. Given a specific occupation in the school, the child will be able to describe at least three tasks performed by the worker.
3. Given a list of school board members, the child will be able to research each member's occupation to determine the diversity of occupations represented.
4. Given a class discussion, the child will be able to describe why he feels he would or would not like to be a specific school worker.
5. Given experience with a school person, the child will be able to demonstrate a task that a person performs (i.e., secretary, proper telephone manners; treasurer., write checks properly; nurse, weighing properly).

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. School personnel, used as resource people, will visit room and explain their jobs.
2. Discuss feelings about job before and after study of particular occupation.
3. Develop an organizational chart showing structure of the school system, (e.g., school board, superintendent, principal, teachers, etc.) .
4. Role play various school personnel at work, showing proper and improper way of carrying out tasks.
5. Visit and observe various school personnel at work.
6. Interview at least one school board member. Determine his occupation, his previous work with the schools, his reasons for serving on the school board, and his feelings about doing so.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Workers in the School System"

MATERIALS

Newspapers
Magazines
School Publications
Camera

PROCEDURE

1. Make a list of the various types of workers in the school system. Have children gather their list from their own knowledge, interviews with the principal or a telephone call to the secretary of the local school system.
2. Gather pictures of these people at work from magazines, newspapers, school publications or pictures they take.
3. Gather information about what each worker does from the individuals themselves. Personal interviews or telephone calls would be good sources.
4. Make a bulletin board of the organizational structure of the school personnel. Include in the chart the pictures of the workers and the information gathered.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Units: Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•			•		•							
3	2B	*	•	•	•	•	•	•	•	•							•
4	6		•		•		•	•		•							
5	8	•	•	•	•		•	•		•							•
6	5	•	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of work in Ohio.

RELATED BEHAVIORAL OBJECTIVE

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

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1. Given pamphlets and other publications from the State of Ohio, the child will be able to research and list at least fifty kinds of work in Ohio.
2. Given a list of occupations, the child will be able to denote "jobs" or work that is significant to Ohio.
3. Given a report from the Bureau of Labor and Statistics, the child will be able to compare employment opportunities in Ohio with those in an adjacent state, and discuss the reasons for their similarities and dissimilarities.
4. Given employment information for Ohio, the child will be able to explain the seasonal effects on employment.
5. Given pamphlets and maps from the State of Ohio, the child will be able to discuss in written form the geographical advantages available to Ohio as an industrial state.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - PSYCHOMOTOR)

1. Cut pictures from magazines depicting work in Ohio and write stories about the work.
2. Develop a book of poems about "jobs". Include in the poems the work unique to Ohio and its results. Present the book to a lower class grade.
3. Develop lists of workers in Ohio according to job families. Make a job tree using branches for job families and leaves for jobs.
4. Set up a school-wide employment service with students assuming all tasks involved in the operation. Have students apply for jobs based on their interests and aptitudes.
5. Play, "Name that Job".
6. Using pictures of "jobs" found or taken from magazines found in Ohio and the state map, develop a bulletin board. Use yarn to stretch from the location of the work to the picture representing the work.
7. Locate and visit some place of work in the community that is not duplicated any place in the state. Take pictures of the visit and share them with another class.
8. Organize and present to parents, an "Ohio World of Work" fair.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work in Ohio"

MATERIALS

Bulletin board
Art supplies
Yarn
Map of Ohio

PROCEDURE

1. Compile a list of "jobs" that are particular to the State of Ohio. Use the state map, pamphlets from the State Department, geography books, etc.
2. Gather pictures of these jobs from magazines, pamphlets, the industries, businesses, and information from the State of Ohio.
3. Make a bulletin board using the map of the state as the center. Place the pictures gathered on the fringe and stretch yarn from the picture to the particular place in Ohio where this "job" is mainly done.

RESOURCES

TEACHER NOTES AND COMMENTS

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•		•	•	•	•	•						•	•
2	2B	*	•	•	•	•		•	•	•							•
3	2B	*	•	•		•	•	•	•	•						•	•
4	9	*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
5	6		•	•	•		•	•		•							
6	2B	*	•			•	•	•	•	•							•
7	8	*	•	•	•	•	•	•		•							•
8	5B	*	•	•	•	•	•	•	•	•						•	•
9	2B			•	•		•	•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 4)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the interdependence of workers in a specialized society.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a visit to an industry, the child will be able to cite three examples of interdependence of workers in a specialized society.
2. Given a list of workers, the child will be able to describe the ways in which their work may be interdependent.
3. Given a family of jobs, the child will be able to cite ways in which various types of jobs within the family are related. (Ranging from unskilled to professional or generalist to specialist.)
4. Given various sources of information (i.e., magazines and newspapers), the child will be able to explain what changes or problems may occur as a result of a strike or work stoppage.
5. Given a discussion on the topic of work in a specialized society, the child will be able to describe advantages and disadvantages of life in a specialized society.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Make bulletin board displays describing the specialization of jobs.
2. Cut out pictures and write about interdependence of workers in a specialized society.
3. Keep year long list of workers within school and describe the work relationshiops involved.
4. Role play a situation where two jobs are interdependent.
5. Take a field trip to local business establishments or factories.
6. Carry out job assignments within the classroom.
7. Visit bank to see how cancelled checks are processed. Make note of how many people are needed to complete the process and contributions made by each.
8. Visit an area in which a production line is in operation. Attempt to outline skills or abilities important to each individual component.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

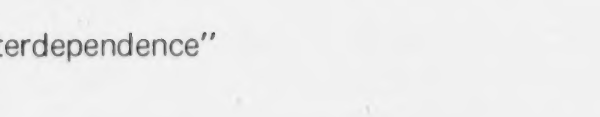
"Interdependence"

MATERIALS

Art supplies
Poster Paper
Magic Markers
Many old magazines

PROCEDURE

1. Instruct the students to write down the three jobs they think they would most like to have. Stress that the jobs should be things they want for more than just money value.
2. Have them find pictures of men working at these jobs and glue them to the poster board in three groups in triangular diagram.
3. Have them try to determine if these jobs interrelate and if they could be done by one person.
4. Example



Doctors and coaches work with people and writers tell how people are and live. Doctors and coaches can give writers things to write about. If you were a doctor, you would know more about how the body works and be a better coach.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*	•	•	•	•	•	•	•	•						•	•
2	2B	*	•	•	•	•	•	•	•	•							•
3	2B	*	•	•	•	•	•	•	•	•							•
4	6		•	•	•		•	•		•							
5	8		•	•	•		•	•		•							
6	9	*	•		•		•	•		•							•
7	8	*	•	•	•		•	•		•	•						•
8	2B	*	•	•		•		•		•	•						•
9	8	*	•	•	•	•	•	•	•	•		•					•

DEVELOPMENTAL OBJECTIVE (UNIT 5)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the variety of work in the nation and world.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of various "jobs" in the world, the child will be able to give a talk about one worker found in the nation and not in his state and one worker found in the world and not in his nation.
2. Given a list of extinct and extrinsic "jobs", the child will be able to choose and describe at least five "jobs" which were not in existence _____ years ago, and provide a reason for their origin.
3. Given a basic understanding of economic systems, the child will be able to describe in what ways a nation's economic development affects its variety of work.
4. Given a long list of types of work, the child will be able to choose those considered to be unusual types of work and be able to describe to the teacher's satisfaction at lease one of the jobs on the list.
5. Given pictures of various types of work in the nation and world, the child will be able to state why he felt he would or would not like the type of work depicted.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List the occupations involved in making a cake, a suit of clothing and a television program.
2. Develop lists of work unique to our nation and to other countries in the world. Develop similar lists of work common to our nation and to many other countries.
3. Make lists of and draw pictures about jobs which no longer exist.
4. Role play a variety of workers in the nation and world.
5. Plan and produce a travel program. For each country, have work common only to that country as well as work similar to that of other countries. Use slides or drawn pictures to show the locale and have the students make costumes and tools needed to depict the work. Make wall murals including map of country and some of above.
6. Take a field trip to some place of work unique to the community or local area. Take pictures of and/or make drawings of the various people, their work or work tools.
7. Organize a "World of Work" fair to be given for parents.
8. Build radios, inter-coms, weather stations, electric organs, alarm systems, etc., from kits.

ADDITIONAL ACTIVITIES

TEACHER NOTES AND COMMENTS

SAMPLE LESSON

"Work and Workers unique to our Nation and other Countries being studies"

MATERIALS

Reference letters from embassies/chamber of commerce

RESOURCES

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PROCEDURE

Before unit:

1. Write letters to embassy/chamber of commerce for information -
   a. types of work in that country/state
   b. work especially unique to country/state
2. Unit study
   Discuss in class areas of work
   Compile lists of similar occupations
   Compile different and unique occupations
   Develop Bulletin Board showing unique occupations.
3. Compare another section of the world with unit studies as Japan and California and West Coast of United States.

				Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B			•	•	•		•	•	•							
2	2B	•	•	•	•	•		•	•	•							
3	2B	*	•			•	•	•		•						•	•
4	6	•	•		•		•	•		•							
5	7	*	•	•	•	•	•	•	•	•						•	•
6	8	*	•	•	•		•	•		•					•		•
7	9	*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
8	7	*	•	•	•	•	•	•	•	•	•	•					•

WORK INFORMATION IN VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the utility of pamphlets, monographs, and briefs.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given occupational questions, the child will be able to answer them, utilizing pamphlets, monographs, and briefs.
2. Given access to various pamphlets, monographs, and briefs, the child will be able to locate the information he wants.
3. Given a variety of pamphlets, monographs, and briefs, the child will be able to choose those which are on his own level and read them to secure needed or desired information.
4. Given pamphlets, monographs, and briefs, the child will be able to critically analyze them according to format, content, interest and appearance.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Write to local manufacturers for printed literature about their business or industry and report the findings to the class.
2. Research one "job" by using several sources.
3. Compare the kinds of information available from different pamphlets, monographs, and briefs.
4. Use pamphlets, monographs, and briefs to report on "jobs".
5. Develop and print a pamphlet describing the school, its facilities, faculty, student body, curriculum, activities, resources, and material. Distribute the pamphlets to anyone interested in receiving one and ask for reactions.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Informational Materials"

MATERIALS

Paper, envelopes, stamps, ditto masters and ditto paper.

PROCEDURE

1. Make a list of occupations in which the children are interested. Narrow the list down to four or five for the purposes of the pamphlet.
2. Have the children write the companies, organizations, etc. to get information about those occupations. Use the DOT.
3. When all the information has been gathered, divide into committees to produce a pamphlet on those occupations for which there is information.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	*		•	•	•	•	•	•	•		•					•
2	2B	*				•		•	•	•							•
3	5			•	•			•		•							
4	5	*		•	•	•	•	•	•	•							•
5	9	*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the Dictionary of Occupational Titles, (DOT)

Purpose
Parts-Classification, people-data-things
work trait group

ERIC 231

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of jobs, the child will be able to classify at least ten according to date, people, things orientation using the DOT.
2. Given the DOT, the child will be able to find and to list at least three worker characteristics.
3. Given hypothetical job descriptions, the child will be able to determine whether the job is people, data or thing oriented and to classify it in a general job family.
4. Given his own listed talents and interests, the child will be able to independently utilize the DOT for his own information.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Using pictures of work locations, work clothing, workers and work tools, separate according to data, people, things orientation. Label according to DOT numbering scale.
2. Construct job trees using branches for job families and different colored leaves for data, people, things orientation. Use extinct jobs for fallen leaves.
3. Have students visit their parents place of work, taking pictures and keeping a listing of the things they do during the time of their visit. Make a class scrapbook of the visits emphasizing data, people, things and give as much information from the DOT for each occupation as can be found.
4. Role play P-D-T activities in a single setting. Example: auto mechanic, service manager, bookkeeper, customer, parts manager. Tell how they felt in different roles. Have rest of class react to each child in role.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Introduction to the DOT"

MATERIALS

Copy of the Dictionary of Occupational Titles and/or selected reproduced pages

PROCEDURE

1. Begin by defining each of the works in the title.
2. Have each member of the class choose a "job" and list them all on the board. No duplication.
3. At their seats have each child list all he knows about the "job" he chose: skills required, preparation, activities, data, people, things orientation and job family.
4. The teacher chooses one of the "jobs" on the board and shows the class how to check their information with the DOT and what more ifo information it will give them about the partic-particular job she chose.
5. Several volunteers from the class will do the same for the "job" they chose, explaining to the class as they go along, under supervision of the teacher.
6. During free time, the other members of the class will do the same with their chosen "jobs".

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•	•	•	•	•							•
2	2B	★	•	•		•	•	•	•	•							•
3	8	★			•		•	•		•							•
4	6	•	•	•	•		•	•		•							

Work Characteristics in Vocational Guidance

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness that there are worker traits unique to each job.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of worker traits and job descriptions the child will be able to match desired traits with appropriate jobs.

2. Given a list of worker traits the child will be able to compare his strengths to these, and thus match his present traits to a particular group of jobs.

3. Given worker traits and jobs the child will be able to explain two or three reasons why the given traits are desirable.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss dress or uniforms of different occupations.
2. Invite a person who works night shift and tell how it affects or alters his family life.
3. Report to class about parents' interests and how they compare with the students' interests.
4. Give advantages and disadvantages of having various jobs and relate these attitudes to each individual child's expressed interests.
5. Make a list of jobs which require working at night and ask students' reactions to this work requirement.
6. Take a field trip to a local employment agency office. Interview the job counselors concerning unique characteristics of various jobs.
7. Working in pairs, have each child list his worker interests and/or traits (physical, mental, personality) as heesees them. Give them to his partner and have his partner, based on this information, suggest two or three jobs for which he feels the student would be suited. Explain reasons for choices.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Characteristics"

MATERIALS

none

PROCEDURE

1. Discuss what "job" characteristics are. Do this by choosing several jobs and discussing what characteristics of each "job" are; i.e. education (working conditions, tasks performed etc.).

2. Have each child interview a person he knows who has a job. Have him find out what that persons sees as the characteristics of his job.

3. Have each child share the information with the class.

4. Summarize in a discussion the many different "job" characteristics.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•			•		•							
3	2B	★		•	•			•		•							•
4	5	•		•	•			•		•							
5	2B			•	•	•		•		•							
6	8			•	•		•	•		•							
7	5		•		•	•	•	•	•	•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the relationship between education and work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given two (2) jobs for which the child feels he is suited the child will be able to match educational skills required of those jobs to be successful.

2. Given a list of jobs the child will be able to classify jobs according to education from the maximum to the minimum.

3. Given two (2) jobs and the identified skills necessary for their success the child will be able to write a paragraph stating why these skills are necessary.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Invite an industrial training director into class to tell the skills necessary in industry.

2. Discuss jobs that require some degree of training.

3. Develop a subject matter (school learning grid). As students encounter and observe workers in their daily living have them log in the worker and mark those subject areas the worker uses in this his job. Discuss commonalities, differences, specialization. Add subjects as needed from higher levels having students find out what they are if they do not know.

4. Role play an on-the-job training session.

5. Visit a job training institude.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School Work - - - Is it a Real Help?"

MATERIALS

Chart paper; magic markers

PROCEDURE

1. Develop a subject matter work-task grid. Along the top, head columns with academic subject areas; leave the side rows blank.
2. Ask students to observe workers in their daily tasks and decide which subject areas they use in their work.
3. List the workers on the left side of the chart and check the academic areas used by each worker.
4. Discuss the different uses of subject matter by different workers. Expand ideas by discussing the concepts of commonailities, differences, and specialization in work.
5. Introduce students to high school academic subjects if they are unaware of them. Discuss how these areas are used by workers.
6. Discuss ways in which academic subjects could be made more relevant to work tasks after one leaves the school.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	5			•	•		•	•		•							
3	5	★	•	•	•	•	•	•	•	•							•
4	6		•		•		•	•		•							
5	8	★	•	•			•	•		•							•

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DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given occupational descriptions the child will be able to list some talents which could be effectively utilized in one or more of them equally well.

2. Given a variety of occupations the child will be able to describe some of his personal talents and how they are related to various jobs.

3. Given a list of various types of talents the child will be able to list two or three occupations which might utilize those abilities effectively.

4. Given assigned tasks the student will be able to apply his talents effectively to various tasks.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS'- SIMULATED - EXPERIENTIAL)

1. Discuss the role of women in the world of work.

2. Have students keep a record of their leisure activities for a period of a week.

3. Invite an employment counselor or other resource person to talk about different occupations as they relate to different talents.

4. List talents required for a group of specific occupations. Compare and contrast the differences in requirements between them.

5. Role play a situation where an individual possesses certain abilities and uses them effectively in different tasks.

6. Have three people who share a particular talent (athletic ability, musical ability) discuss with the class the differing ways in which they are currently utilizing the same talent.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Relating Abilities and Occupations"

MATERIALS

Speakers (workers and employees in various occupations)
Trip arrangements (Transportation, chaperones, permission

PROCEDURE

1. Have student individually develop a list of their own particular and unique talents.

2. Have students as a class determine the talents which are required of workers in various occupations through
   a. speakers, interviews
   b. field trip to plants and employment agencies
   c. research

3. Have each student discuss the talents required by various occupations in an effort to get him to recognize the wide scope of occupation open to one with his unique abilities.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	2B	★				•			•	•							•
3	5			•	•		•	•		•							
4	2B			•	•	•		•	•	•							
5	6	•	•		•		•	•		•							
6	5			•	•		•	•		•							

Dynamics in the World of Work

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVIATION)

To develop an awareness that technological changes brings about work changes.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given information concerning previous eras of history the child will be able to list at least ten (10) ways in which the way of life has changed.

2. Given a unit on industrialization the child will be able to describe the way this era has affected the types of jobs available to him.

3. Given the history of the agricultural industry the child will be able to point out the places in history were technological advances have affected the agricultural industry.

4. Given a trip to the railroad yard the child will be able to show how rail cars can carry a greater variety of items because of the technological advances in rail cars, (e.g. refrigeration).

ADDITIONAL BEHAVORIAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Interview or invite to class a retired worker to tell how he views the world of job change.

2. Discuss topic "As mechanication continues, what jobs are likely to increase? Decrease?

3. Set production line to demonstrate automation.

4. Research information on farmer's life - around 1700 and today. Divide class in two groups. Have one group prepare a skit on a day in the life of the farmer around 1700. Have the other group prepare a skit on a day in the life of a typical farmer today. Compare with a discussion.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Time and Work Change"

MATERIALS

Drawing paper, paints, art supplies

PROCEDURE

1. Have students try to remember jobs they have read about or seen on TV that no longer exist.

2. Discuss the reasons why these jobs do not exist according to:
   a. needs of society
   b. usefulness
   c. economics
   d. industry and production
   e. technology

3. Discuss rewards (intrinsic and extrinsic) of the non-existent jobs. Why can't an individual perform a job which supplies only intrinsic rewards? only extrinsic?

4. Discuss some jobs which have been created within the last five years. Try to identify reasons why these jobs came into being.

5. Draw pictures contrasting extinct and existing jobs.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•		•	•		•							
2	5			•	•		•	•		•							
3	7		•	•	•		•	•		•		•					
4	6		•		•		•	•		•		•					

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an awareness of the evolution of industrial and professional occupations.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given resource materials the child will be able to select one occupation and trace its evolution.

2. Given present day job descriptions the child will be able to compare and contrast today's jobs with jobs of the past.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Explore the changes that have occurred in an occupation as a result of a particular invention.
2. Invite an industrialist to explain the job changes in his industry which have occurred in the past twenty to thirty years.
3. Read about the work of the slave; compare and contrast his life and work with that of the sharecropper and migrant worker.
4. Invite a migrant worker or former southern black worker to tell of his work experiences.
5. Contrast work as performed in former years, from initiation to completion by one man to the same work done today, utilizing the talents of severals individuals.
6. Research old newspapers, twenty to forty years old; and compare "want ads" with those of today's.
7. Build a radio, a weather station, an electric organ, or an alarm with a kit.
8. Bring in something mechanical and have students take it apart and put it back together.
9. Make, (e.g. butter or ice cream,) and compare the steps in doing so to the steps utilized in a creamery.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Development of a Banking System"

MATERIALS

Library materials

PROCEDURE

1. Have the class study the various monetary systems. Do this by dividing the class into 4 groups and have each group choose one of the topics.
   a. barter system
   b. early forms of money, e.g. jewels
   c. development of coins
   d. banks.

2. Have each group present its information to the class.

3. Discuss how these topics are related to one another. The discussion should include ideas about how the population increase, diversification of jobs, etc. contributed to the development of a banking system.

TEACHER NOTES AND COMMENTS

RESOURCES

		Units				Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5			•	•		•	•		•		•					
3	2 B	*	•	•	•	•		•	•	•							•
4	5			•	•		•	•		•							
5	5			•	•			•		•							
6	2 B	*	•	•		•	•	•	•	•							•
7	9	*	•			•	•	•	•	•							•
8	7	*	•				•	•		•		•					•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an understanding of the reciprocal rights of management and labor.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given information by the teacher which deals with leadership skills the child will be able to list five characteristics of a good follower.

2. Given a newspaper account of a conflict the child will be able to list causes and results from the views of management and labor.

3. Given the imagined situation of a teachers' strike the child will be able to role play the part of a striking teacher, an administrator, and a non-striking teacher, providing information as to why he has taken the position he has taken.

4. Given a group situation the child will be able to operate as a leader within the classroom.

5. Given a role as a committee member the child will be able to operate as a follower within the classroom.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Research local and constitutional labor laws and relate the reasons for adoption.
2. Bring a daily newspaper to class for a period of one week. Post all articles which pertain to the government's role in labor issues.
3. Read and discuss subheadings, captions, illustrations, and articles which show conflicts related to work.
4. Read articles on unions and labor relations. Have the children compare their positions.
5. Research newspapers and follow the entire history of a strike.
6. Invite a union leader to class to tell the point of view of the rights of the workers.
7. Invite a labor relations representative from management to tell the point of view of the rights of management.
8. Discuss the roles of all concerned in the making of decisions on the policy in the school.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Strike"

MATERIALS

Newspaper reports, names of labor leaders, names of management people.

PROCEDURES

1. After studying about labor and management, have the students research a recent local strike. Have them find the attitudes and opinions of both sides. Check with the television station for additional information.

2. Have the students divide into groups to prepare to role play the strike debate style, presenting the factions involved and their respective positions.

3. When the groups are ready invite a member of each of the factions involved in the real strike to come to the presentation.

4. Run the debate and negotiations. Have the non-participating students listen and decide á la jury style which side should be victorious and in which ways.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Units: Written	Communication: Non-Verbal	Communication: Observe/Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2 B	*	•	•	•	•		•	•	•							•
2	2 B	*	•	•		•		•	•	•							•
3	5			•	•			•		•							
4	2 B	*	•	•	•	•		•	•	•							•
5	2 B	*	•	•		•		•	•	•							•
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7	5			•	•		•	•		•							
8	5			•	•			•		•							

Self-awareness, Self-acceptance, Self-affirmation (Interests)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To acquire a knowledge of one's own interest development in relation to work and peers.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a class discussion the child will be able to describe to his peers his own interest areas.
2. Given a hobby show the child will be able to explain his hobbies to the class.
3. Given knowledge of one's hobby the child will be able to define the possible relationships between one's interests and one's work.
4. Given the assignment the child will be able to write a short paper dealing with his own interest areas.
5. Given an interesting inventory the student will be able to indicate the areas which interest him, and to compare them to those of his peers.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. 1. Read about hobbies of various people.
   2. Take an interest inventory (check list) and discuss the results with the teacher.
   3. Write a paper based on one's own interest areas.
   4. Invite resource person to speak about interests.
   5. Make presentation to class based on his hobby.
   6. Demonstrate one's actions in a personal interest area or hobby.
   7. Visit places related to one's interests.
   8. Take family trips related to interests.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Hobbies Related to 'Jobs' ".

MATERIALS

none

PROCEDURE

1. Discuss what a hobby is. How do you acquire a hobby? Why do people have hobbies? This discussion should bring out ideas of interest, accomplishments, helping others, comforts.

2. Have children demonstrate and explain their hobbies to the class following along with the areas discussed about hobbies.

3. Have a discussion about how certain jobs fill personal wants. They would be able to get ideas from discussion on hobbies if you relate hobbies to jobs as far as interest, accomplishments, comforts.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2 B	*	•	•	•	•		•	•	•							•
2	2 B	*			•	•		•	•	•							•
3	2 B	*				•			•	•	•	•	•	•	•	•	•
4	5			•	•			•		•							
5	6	*			•		•	•		•							•
6	6	*			•		•	•		•							•
7	8	*	•	•	•		•	•		•							•
8	8	*			•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To accept one's own interests as uniquely his own and changing.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of possible interests, the child will be able to select three which apply to him.
2. Given a list of possible reasons for interests, the child will be able to select five reasons for his choices of interests.
3. Given a list of interests, the child will be able to explain which of his own interests have remained unchanged.
4. Given a choice of classroom activities, the child will be able to choose one activity which con coincides with his stated interests.
5. Given a knowledge of the interest of parents and peers, the child will be able to explain or write how his interests differ from theirs.
6. Given the time and opportunity to indulge his interests, the child will be able to indicate the feelings he has while doing so.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List five reasons for a interest in an area.
2. Prepare a bulletin board displaying an expressed interest.
3. Read books which deal with one's interest area.
4. Arrange an interview with an individual with interests different from one's own.
5. Bring to class objects which indicate one's interests.
6. Demonstrate activities in an interest area.
7. Visit an area associated with one's interests. Report what was seen and heard. Decide how this has furthered one's interest in the area.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"To each his own"

MATERIALS

Tape recorder

PROCEDURE

1. Ask each student to indicate in written form, one area or activity in which he has little or no interest.
2. Assign each student the task of finding out as much as possible about this area, preferably through personal contact with someone currently involved in it.
3. If personal contact is made, ask the student to tape record the conversation. Also, help the student to develop awareness or insight into determining the amount of enthusiasm with which the person responds. (Non-verbal behaviors, voice inflection, showing "products of his trade", etc.)
4. Have the student report his findings orally and/or play the tape for the class.
5. Discuss whether the repondent's reaction or any other information received has caused the student to feel any differently. If not, why not? If so, what does the student feel had the greatest bearing on his change in attitude?
6. Final discussion: If a student's opinion concerning some area has been significantly changed by this experience, what implications does this have for future interest development.

TEACHER NOTES AND COMMENTS

RESOURCES

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2 B	*				•			•	•							•
2	2 B	*	•	•		•	•	•	•	•						•	•
3	2 B	*				•			•	•							•
4	5	*			•		•	•		•							•
5	2 B	*					•			•							•
6	6	*			•		•	•		•							•
7	8	*	•	•	•		•	•		•							•

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DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's own interest development through meaningful work activities.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given several choices the child will be able to participate in activities which coincide with his stated interests.
2. Given the opportunity for sharing the child will be able to bring to class, objects related to his interest area.
3. Given a written assignment the child will be able to write and describe his interests to others.
4. Given free time the child will be able to engage in activities related to his areas of interests.
5. Given various settings the child will be able to apply his interests outside the classroom - in other classes or locations.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read in interest areas.
2. Prepare bulletin boards or displays related to interests.
3. Prepare and present a skit dealing with interest areas.
4. Report to class information related to interests.
5. Demonstrate with appropriate objects one's interest area to others.
6. Visit locations which are related to immediate interests of the group.
7. Interview staff members and/or parents to determine in which ways these people display their interests in activities in which they participate.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Hobby Day Presentation"

MATERIALS

Magazines, newpapers, books

PROCEDURE

1. Discuss with children interests they have and hobbies which reflect those interests.

2. Plan a day of presentations for each child with a hobby. Those who do not have one will read in interest areas and present a hobby they think they would like.

3. Have class take one half day for presentations.

4. Discuss hobbies the class enjoyed hearing about. Optionally, the class could choose one interest area they wish to pursue in depth.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2 B	*				•			•	•							•
2	2 B	*	•	•		•	•	•	•	•						•	•
3	6		•		•		•	•		•							•
4	5	*			•		•	•		•							•
5	6	*			•		•	•		•							•
6	8	*	•	•	•		•	•		•							•
7	5	*	•	•	•		•	•		•							•

Self-awareness, Self-acceptance, Self-affirmation (Abilities)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To acquire a knowledge of one's abilities in relation to work.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a checklist of abilities required for a task the child will be able to list those which he feels he already possesses.
2. Given a checklist of abilities required for a task the child will be able to list at least two (2) abilities which he needs to develop.
3. Given the situation the child will be able to list abilities of peers which may enable them to perform certain work.
4. Given a list of various types of work the child will be able to match his stated abilities with at least two (2) types of work.
5. Given a teacher's opinion of a child's capability the child will be able to state in written form, his aggreement or disagreement with the teacher's evaluation.
6. Given a work description the child will be able to indicate whether he feels the completion of the work is within his range of abilities.
7. Given a task new to him the child will be willing to test his ability to perform it risking possible failure.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. List qualities or abilities one possesses which are related to interest or work areas.
2. List qualities or abilities one needs to develop in order to perform work adequately.
3. Read about skills required to perform various types of work.
4. Arrange interviews with individuals possessing different kinds of abilities.
5. Role play in abilities area. Have children discuss in which areas they felt most secure role-playing.
6. Have child assume the responsibilities of one or more tasks in the home or school which would require the use of his abilities. Keep a log of which activities he was able to perform best and poorest.
7. Have the child try to do something he has never done before. Have him decide whether he cares to work at developing ability in this area.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role-Playing Job Family Skills"

MATERIALS

Films or filmstrip; books or magazines

PROCEDURE

1. Poll class for interest in several job families. Use highest interest in three families for role-playing.
2. Divide class into three groups. Each group will study skills needed for jobs in that family. Some group members could also interview people in specific jobs.
3. Observe each group role-playing the abilities needed in specific jobs.
4. Discuss with children what abilities they feel they already possess, would like to possess, or could never possess. Include in discussion emphasis on diversity of individual capabilities and how they all play a part in contributing to the world of work.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★				•		•		•							•
2	2B	★				•		•		•							•
3	2B	★				•			•	•							•
4	5	★	•	•	•		•	•		•							•
5	6	•	•		•		•	•		•							
6	10	★			•	•	•	•	•	•							•
7	9	★			•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To accept one's abilities as uniquely his own and growing.
Education
Work
Personal-Social

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a personal conference with the teacher the child will be able to discuss his abilities.
2. Given a discussion of abilities the child will be able to differentiate between his levels of ability two (2) or three (3) years previous, and the present time.
3. Given a question concerning where he feels his abilities lie the child will be able to indicate those which he feels he possesses to the greatest degree.
4. Given a list of abilities the child will be able to indicate which ones he feels he has developed to a greater extent than others, and those which he hopes to develop to a greater degree in the future.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read about individuals with various abilities.
2. Write a paper based on one's abilities in a given area.
3. Have resource personnel come into the class and speak on abilities as related to particular types of work.
4. Make up a skit in which each character has a different kind of ability. Show how each ability aids the group as a whole in accomplishing a certain task.
5. Make a presentation to the class based on one's abilities.
6. Perform a task within the school which illustrates one's ability (e.g. art work, work with younger students, cleaning the room, etc.)

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Using Abilities to Perform Tasks in School"

MATERIALS

Paper; art supplies

PROCEDURE

1. Have each student think of a way he could use one of his abilities to perform a task within the school.

2. Some examples are:
   a. doing art work to decorate a bulletin board, wall or room
   b. writing a letter to one of the school personnel for some specific reason
   c. helping younger children in their academic work
   d. helping a teacher straighten her room
   e. teaching peers a new game or song
   f. singing or playing an instrument for the class or school

3. Discuss with the individual and the class the importance of using one's abilities. Talk about the importance of each ability demonstrated.

TEACHER NOTES AND COMMENTS

RESOURCES

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4	6		•		•		•	•		•							•
5	6	★			•	•	•	•	•	•	•	•	•	•	•	•	•
6	9	★			•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVES (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's abilities as uniquely his own and growing.
Education
Work
Personal-Social

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of abilities a person may possess the child will be able to select and list those abilities he feels he has developed to some degree.

2. Given a list of various work areas the child will be able to list at least two abilities needed to succeed in five work areas.

3. Given the assignment the child will be able to duplicate a task to his own and to the teacher's satisfaction.

4. Given a work situation the child will be able to apply his stated abilities to his actions.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Have the child select a person whom he knows well. Make a list of abilities which he believes this person possesses.

2. View a film or filmstrip focusing on abilities needed in various work situations. Follow this with a discussion on the students' feelings as to which of these abilities they have developed to some extent.

3. Demonstrate what one believes is his greatest ability.

4. Have the child carry out a regular task for a month using his stated abilities. Have him keep a record of his work, and indicate in which ways he feels he is improving this ability.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Relationship of Abilities to a Specific Task"

MATERIALS

Charts to keep records of progress

PROCEDURE

1. Let students choose one task to perform regularly for one month.

2. Have the students make a list of abilities which they feel are needed to perform this task successfully.

3. Children record and rate their progress according to speed, accuracy, quality etc.

4. Discuss with the student ways in which he has improved and the ways he can improve. Review his progress, using his chart.

RESOURCES

TEACHER NOTES AND COMMENTS

Self-awareness, Self-acceptance, Self-affirmation (Achievement)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To acquire knowledge of one's current achievement in school community, related to

Family

Interests
Aptitudes
Values

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of achievements of class members, the child will be able to select those which apply to him.

2. Given the end of a semester or other school period, the child will be able to indicate at least five of his achievements during that period.

3. Given the achievements made by peers or others, the child will be able to compare and contrast them with his own, and to list those which would give him greatest satisfaction (e.g., "Joan's really a good artist; I'd love to be good in art!").

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS, SIMULATED, EXPERIENTIAL)

1. Bring in a parent's list of the child's achievements of the past year.

2. Have a resource person come in and talk about his achievements and what motivated him to achieve as he has.

3. Role play researched stages of achievement of various famous people, and have other class members attempt to discover whom you are role playing.

4. Keep a weekly log, indicating types of achievement during that time; compare the records as you go, and attempt to provide reasons why more was achieved one week than another.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Look What I Did!"

MATERIALS

Paper and pencils
"Mystery Box"

PROCEDURE

1. At the beginning of a month, ask each student to set one or two goals (academic, social, athletic, cultural) which he wishes to achieve, or toward which he wants to make steady progress by the end of the month. Have each goal written on a small slip of paper, accompanied by the student's name.

2. Place the slips in a sealed box, allowing no one to read them, and ask the students not to discuss their goals with anyone else.

3. Inform the students that they must provide, at month's end, some tangible or visible evidence of goal achievement, in order to have it considered accomplished.

4. On the last school day of the month, the teacher will open the box and read only the student's name. He will then describe his goal, tell whether he has achieved it, and provide evidence of having done so, if accomplished. If not, he will be asked to provide a reason/s for having failed to do so.

5. Ask the student his reaction to having achieved or failed to achieve his goal.

6. Those students who find this an interesting or motivating activity might continue throughout the year.

TEACHER NOTES AND COMMENTS

RESOURCES

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3	6		•		•		•	•		•							
4	2 B	*			•	•	•	•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop an acceptance of one's current achievement and potential.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a list of possible areas of achievements, the child will be able to write a short paper on one of his achievements.

2. Given a class discussion, the child will be able to discuss his achievements.

3. Given a question concerning his feelings about his achievements, the child will be able to state whether they have given him feelings of pride, satisfaction, enjoyment, etc.

4. Given work in an area which interests him, the child will be able to demonstrate his ability to perform the task to his own satisfaction.

5. Given an evaluation of his work, the child will be able to verbalize the possible reasons for the evaluation received.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Take a quiz, correct the paper, and evaluate the quality of work performed; then ask one other student to do the same with the paper, and compare results. Discuss why the evaluation may be similar or different.

2. Demonstrate for or discuss with the class some achievements blue ribbon, trophy, ability to play the flute, etc. Explain reason why this is considered an achievement.

3. Visit areas associated with the child's interests.

4. Have each child list what he would consider an achievement for him in the following areas:

   Athletic Social Academic Work Cultural

   Then, compare with lists compiled by other class members and discuss reasons for differences.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"As Others See Us" - Interests - Aptitudes - Abilities - Achievements - General

MATERIALS

Ditto copies of descriptive questions

PROCEDURE

(Must be preceded by discussion and experiences focusing on personal relationships)

1. Review the concepts as ways to describe people including both positive and negative statements. Discuss insulting, hurting, etc.

2. Develop a list of questions to be answered, the answers to which would describe someone well enough to determine who he is if you know him.

3. Have each child randomly select another student's name as the person about whom he will write, and do so. (suggest teacher review)

4. Have each child read his description of another while the others listen. Give an individual the opportunity to claim the description as his. Let members of the class state who they believe it is.

5. Allow the person written about to react to the description of himself.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2 B	*	•		•	•		•	•	•	•	•	•	•			•
2	5	•		•	•		•	•		•			•		•	•	•
3	8	*	•	•			•	•		•							•
4	2 B	*		•	•	•		•	•	•	•	•	•	•	•	•	•

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's understanding of his achievement level as current and developing.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given the question of how he views his achievements in relation to those of his peers or family members, the child will be able to verbalize his views.

2. Given assignments which coincide with his developmental levels, the child will be able to perform them to the teacher's satisfaction.

3. Given a questionnaire requesting same, the child will be able to list his achievements for others.

4. Given experiences in classes other than his own, the child will be able to demonstrate his achievements in other classes.

5. Given the task of assigning himself a grade for the grading period, the child will be able to provide an evaluation which is in line with his achievement.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read about people who have achieved in areas in which the child feels he has achieved.

2. Role play a person who has achieved in similar ways or areas.

3. Demonstrate by a work sample his achievements and compare with others according to time utilized, quality, quantity.

4. Visit locations which are related to one's achievements.

5. Take part in activities which require a demonstration or indication of one's achievement/s. (Cultural - piano or other recital; athletic - baseball games; social - organize a game, etc.).

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Achievements in Hobbies"

MATERIALS NEEDED

Biographical library materials

PROCEDURES

1. Discuss what achievements are. Do this by having several children look up information about "heroes" they admire.

2. Have the children present these reports to the class. Discuss with the class what the achievements of these "heroes" are.

3. Over a period of time have each child present and explain his hobby to the class. Have the class help him point out his achievements in his hobby.

TEACHER NOTES AND COMMENTS

Self-awareness, Self-acceptance, Self-affirmation, (Values)

DEVELOPMENTAL OBJECTIVE (UNIT 1)

(AWARENESS - APPRECIATION - MOTIVATION)

To acquire a knowledge of one's values toward work and environment.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a questionnaire about his work values, the child will be able to list at least two forces which have influenced his value structure.
2. Given a list of forces which may influence his attitudes toward work, the child will be able to choose the three (3) forces which have influenced his attitudes to the greatest extent.
3. Given the value structure of his peers toward work, the child will be able to list at least two (2) ways in which his values differ from those of two of his peers.
4. Given his family's value system concerning work, the child will be able to list at least two (2) ways in which his value system differs from and two (2) ways in which his values resemble theirs.
5. Given a choice of several types of work to perform, the child will be able to make a choice and provide reasons for choosing as he did.

ADDITIONAL BEHAVIORAL OBECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Read books which focus on development of values.
2. Discuss work values with parents and peers.
3. Develop a short questionaire to determine parents' work values.
4. Engage in class discussion in which peers and/or teacher challenge one's expressed values.
5. Role play a situation in which as a potential applicant for work, one must explain to the potential employer why he is applying for such work.
6. Role play a worker attempting to "sell" another on his type of work.
7. Visit various work settings and attempt to determine (through questioning) what caused people to choose certain types of work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Play and Values"

MATERIALS

none

PROCEDURES

1. Discuss how each individual internalizes certain values toward work and work environments.

2. Discuss forces that may influence attitudes toward work.

3. Divide into groups and have members take turns role playing situations in which one is applying for a job. A potential applicant must explain to the potential employer why he is applying for such work. Work will vary with the choice of the students.

4. Have the class discuss the difficulty or ease of defining why they want that particular job and how this relates to value formation.

TEACHER NOTES AND COMMENTS

RESOURCES

Code	Spectrum	Ind.	Units: Small Group	Units: Class	Units: Oral	Communication: Written	Communication: Non-Verbal	Communication: Observe Listen	Communication: Reading	Communication: Social Studies	Math	Science	Phys. Ed.	Health	Music	Art	Leisure
1	2B	★	•	•	•	•		•	•	•							•
2	5	★		•	•			•		•							•
3	2B	★	•	•		•		•		•							•
4	5	•		•	•			•		•							
5	6	•	•		•		•	•		•							
6	6		•		•		•	•		•							
7	8	★	•	•	•		•	•		•							•

DEVELOPMENTAL OBJECTIVE (UNIT 2)

(AWARENESS - APPRECIATION - MOTIVATION)

To develop one's values in regard to work and environment.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a discussion of value formation the child will be able to list at least two (2) ways in which his values differ from those of his family and/or peer group.

2. Given his own description of the environment in which he lives the child will be able to list at least two (2) ways in which his values regarding work are influenced by his environment.

3. Given conflicting values the child will be able to cite his own value system and explain how it differes from that of others.

4. Giving a challenge regarding his value system the child will be able to name at least two (2) supporting reasons for the work values he maintains.

5. Given a list of factors which influence a person's values the child will be able to choose at least three (3) values which influence him.

6. Given a decision to make the child will be able to indicate which values he possesses that influence his decisions.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Locate and discuss information concerning two (2) or three (3) "successful" people. Compare and contrast their individual choices or selection of work.
2. Debate the pros and cons of choosing a particular work situation, based on differing values.
3. Identify the work environments which coincide with one's expressed work values.
4. Present a short verbal presentation which provides the reasons for one's work values.
5. Visit one or two places of emplyment which coincide or conflict with the expressed values of individuals.
6. Following the visit have a discussion of whether the places visited would appeal to the students' work values. If so, why? If not, why not?

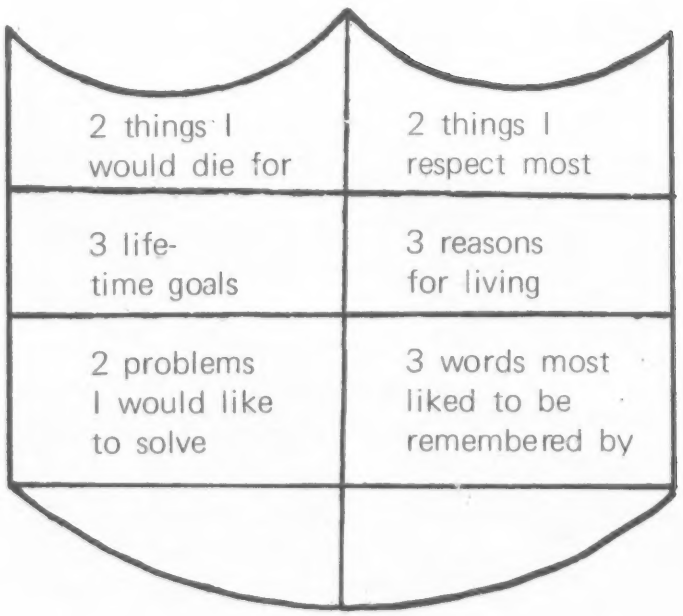
ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Value Shield"

MATERIALS

Mimeographed sheet of family shield



PROCEDURES

1. Give family shield to children and have them fill out each block for themselves.
2. Discuss how they arrived at these answers and how they conflict or agree with their family, community or society.
3. Have each child list occupations which would be congruent with his shield.

TEACHER NOTES AND COMMENTS

RESOURCES

			Units			Communication												
Code	Spectrum	Ind.	Small Group	Class	Oral	Written	Non-Verbal	Observe Listen	Reading	Social Studies	Math	Scienc	Phys. Ed.	Health	Music	Art	Leisure
1	5			•	•			•		•							
2	5		•	•	•			•		•							
3	5	★	•	•	•	•		•		•							•
4	5	★			•			•		•							•
5	8	★	•	•			•	•		•							•
6	5			•	•			•		•							

DEVELOPMENTAL OBJECTIVE (UNIT 3)

(AWARENESS - APPRECIATION - MOTIVATION)

To affirm one's work values.

RELATED BEHAVIORAL OBJECTIVES

(COGNITIVE - AFFECTIVE - PSYCHOMOTOR)

1. Given a choice of work possibilities the child will be able to list at least three which are congruent with his stated values.

2. Given a list of work possibilities the child will be able to define those which are not within his value system and to state in written form, the reasons why they are not.

3. Given a list of various types of work the child will be able to divide the types of work into categories indicating those which interest him or fail to interest him.

4. Given a class discussion on work values the child will be able to cite, in written form, at least three differing values expressed by class members.

ADDITIONAL BEHAVIORAL OBJECTIVES

ACTIVITIES

(VICARIOUS - SIMULATED - EXPERIENTIAL)

1. Discuss within classroom setting, one's value system regarding work.

2. Discuss possible means of surviving without working. What type of work value does this indicate?

3. Offer to help parents or neighbors with tasks around the home.

4. Choose a work task, set up steps to complete it and do it. May want to have another student do the same task, set up his steps and complete the task. Them compare different ways in which the two went about the work. Discuss how method chosen is related to work values.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"My Way"

MATERIALS

Art paper and/or construction materials (See lesson)

PROCEDURES

1. Assign each student in the class the same work task to be done at home. (Ex. paint a picture of a country scene, construct a 3-D design using toothpicks and glue, build a diorama, etc.)

2. Ask the students to write a step-by-step account of his task from beginning through clean-up. (Provide a sampleeor model for him to use as a guide.)

3. Have all the students bring the product to school on the same day. Display the product while reading the steps taken to complete it and clean-up.

4. Compare and contrast steps taken by each student. Discuss why differences may occur, and attempt determine if students can explain what values caused them to do as they did. (E.g. was time, quality, neatness, size, balance, etc. Which values were of greatest important?)

TEACHER NOTES AND COMMENTS

RESOURCES

COMMERCIAL RESOURCES AND MATERIALS

FOR CHILD USE

A Guide for Developmental Vocational Guidance, K-12.
Oklahoma City, Oklahoma: Oklahoma Department of Education, Zip Code 73105

Bibliography of Current Occupational Literature. (National Vocational Guidance Association) Washington, D. C. : American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Zip Code 20009.

Career Development for Children Project. Larry Bailey. Carbondale, Illinois: University of Southern Illinois, Zip Code 62901.

Catalog of Free-Loan 16MM Sound Films. Milwaukee, Wisconsin: Wisconsin Telephone Company, 722 North Broadway, Zip Code 53202

Education for a Changing World: Report of the Panel of Consultants on Vocational Education. (OE 80021) Washington, D. C.: U.S. Government Printing Office, Zip Code 20402

Educators Guide to Free Guidance Materials. Randolph, Wisconsin: Educators Progress Service Incorporated, Zip Code 53956. Annual Edition, $7.50

Elementary Guide for Career Development (Grades 1-6). Lee Laws, Guidance Coordinator. Austin, Texas: Education Service Center, 6504 Tracor Lane, 1970.

Free Film Catalog. New York, New York: Association Films, Incorporated, 600 Madison Avenue, Zip Code 10022.

Grade K-6 Supplement to Consumer Education Curriculum Guide for Ohio. Columbus, Ohio: Instructional Materials, Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Zip Code 43210.

How to Express Yourself Vocationally: A Handbook for Students, Parents, Teachers, Counselors and Principals. D. K. Byrn. Washington, D.C.: National Vocational Guidance Association, Zip Code 20009.

Occupational Outlook Handbook. Washington, D. C.: Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor, Zip Code 20212 (Biennial editions) $4.25

Occupational Outlook Handbook. (Superintendent of Documents) Washington D.C.: U. S. Government Printing Office, Zip Code 20025.

Occupational Information. Ed. by Robert Happock. New York, New York: McGraw-Hill Book Company, 330 West 42nd Street, Zip Code 10036.

Occupational Information in the Elementary School. Willis Norris. Chicago, Illinois: SRA, Inc. 259 East Erie Street, 1969. Zip Code 60611

Occupational Information Materials Project. (Grade 3-8). Atlanta Georgia: Atlanta Public Schools, 224 Central Avenue, South West.

Occupational Outlook Quarterly. Washington, D. C.: Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor, Zip Code 20212. (4 times per year) - $1.50 per year.

Preparing Pupils for the World of Work. James O'Hara. Cincinnati, Ohio: Cincinnati Public Schools, 230 East Nineth Street.

Program and Practices in Vocational Guidance. Milwaukee, Wisconsin: Sextant Systems, Incorporated, 3048 North 34th Street, Zip Code 53210, 1968.

Project BEACON. Rochester, New York: City School District of Rochester. An elementary program emphasizing (1) Building Self Image, (2) Early success in Language Arts (3) Accent on working with parents, (4) Cultural Enrichment, (5) Orientation --Inservice training of teachers, (6) Negro History and culture, (7) Development of new materials.

Sources of Occupational Information. Columbus, Ohio: Ohio Department of Education, Division of Guidance and Testing, 751 Northwest Boulevard, Zip Code 43212. 1970.

The Teachers Role in Career Development. Washington, D. C.: National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Zip Code 20009.

CAREER DEVELOPMENT BIBLIOGRAPHY
FOR PROFESSIONAL USE

BIBLIOGRAPHY - BEHAVIORAL OBJECTIVES

Books and Articles

Burns, Richard W., "Objectives and Classroom Instruction", Educational Technology, Vol. III, No. 17, September 15, 1967

Canfield, Albert A. "A Rationale for Performance Objectives", Audiovisual Instruction, Vol. 13, February, 1968, 127-129

Engman, Bill D., "Behavioral Objectives: Key to Planning", The Science Teacher, Vol. 35, October, 1968, 86-87

Mager, Robert F., Preparing Instructional Objectives. Palo Alto, California, Fearon Publishers, 1962

Developing Attitude Toward Learning, Palo Alto, California, Fearon Publishers, 1968

Trow, Clark, "Behavioral Objectives in Education", Educational Technology, Vol. 7, No. 29. December 30, 1967, 6-10

Filmstrips and Tapes

All Produced By: VIMCET ASSOCIATES P. O. Box 24714, Los Angeles, California, 90024

Analyzing Learning Outcomes, by Eva Baker, 1969

Defining Content for Objectives, by Eva Baker, 1969

Educational Objectives, 1967

Establishing Performance Standards, 1967

Identifying Affective Objectives, by W. James Popham, 1969

Selecting Appropriate Educational Objectives, 1967

Systematic Instructional Decision-Making,1967

May, R. Love and Will. New York: W. W. Norton, 1969

Mooney, R. Perception and Creation. Columbus, Ohio: Bureau of Educational Research, The Ohio State University, 1964.

The Ohio State University. Mineographed papers.

Razik, T. Explorations in Creativity. New York: Harper and Row, 1967.

Mussen, P. Conger, Jr., and Kagan, J. Child Development and Personality. (3rd ed.) New York: Harper and Row, 1969.

Piaget, Jr. The Origins of Intelligence in Children. New York: W. W. Norton and Co., Inc. 1962.

The Moral Judgment of Children. London: Routledge and Kegan, Paul, 1932

Rogers, C. On Becoming a Person. New York: Houghton Mifflin, 1961.

The Freedom to Learn: A View of What Education Might Be. Columbus, Ohio: Charles E. Merrill, 1969.

Simpson, E. The Classification of Educational Objectives: Psychomotor Domain. Urbana, Illinois: University of Illinois. ERIC Document - ED 010 368

Smilansky, S. The Effects of Sociodramatic Play on Disadvantaged Preschool Children. Englewood Cliffs, New Jersey: Prentice Hall, 1968.

Taba, H. Curriculum Development: Theory and Practice. New York: Harcourt Brace, 1962.

Torrance, E. Constructive Behavior: Stress, Personality and Mental Health. Belmont, California: Wadsworth Publishing Company, 1965.

Rewarding Creative Benavior. Englewoods Cliffs, New Jersey: Prentice Hall, 1965.

BIBLIOGRAPHY--RATIONALE

Arieti, S. The Intraphysic Self. New York; Basic Books, 1967.

Bloom, B. (Ed.). Taxonomy of Educational Objectives - The Classification of Educational Goals - Handbook I: Cognitive Domain. New York: David McKay Company, Inc. 1956.

Bruner, J. Towards a Theory of Instruction. Cambridge, Massachusetts: Belknap Press, 1966.

The Process of Education. Cambridge, Massachusetts: Harvard University Press, 1960.

Carson, R. Change and Innovation. Calgary, Canada: University of Calgary Press, 1968 (Educators and Administrators Series).

Combs, A. (Ed.) Perceiving, Behaving, Becoming: A New Focus for Education. Washington, D.C.: Association for Supervision and Curriculum Development, 1962.

Erikson, E. Childhood and Society. New York: W.W. Norton and Company, Inc., 1963.

Identity, Youth and Crisis. New York: W.W. Norton and Company, Inc., 1968.

Fromm, E. The Art of Loving. New York: Harper and Brothers, 1956.

Gesell, A., Ilg, F. and Ames, L. Youth: The Years From Ten to Sixteen. New York: Harper, 1956.

Guilford, J. The Nature of Human Intelligence. New York: McGraw-Hill, 1967.

Havighurst, R. Human Development and Education. Chicago: Longmans, Green, 1953.

Developmental Tasks and Education. New York: David McKay, 1948.

Krathwohl, D., Bloom, B., and Masia, B. Taxonomy of Educational Objectives - The Classification of Educational Goals - Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Maslow, A. Eupsychian Management: A Journal. Homewood, Illinois: Irwin and Dorsey Press, 1965.

Motivation and Personality. New York: Harper, 1954

Toward a Psychology of Being. New York: D. Van Nostrand, 1968.

Title: Filmstrip Series
First Things: Sound Filmstrips for Primary Years

Publisher: Guidance Associates
Pleasantville, New York 10570

Date: 1970

Cost: $18.00

Description: A series of five filmstrips and records designed for classroom use to assist children in building their self image and strengthen value choices.
"Who Do Your Think You Are?"
"Guess Who's in a Group?"
"What Happens Between People?"
"You Got Mad, Are You Glad?"
"What Do You Expect of Others?"

***

Title: Book
Seeing Ourselves

Author: National Forum Foundation

Publisher: American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 66014

Date: 1965

Description: Book keyed to grade 6 - deals with what we know about ourselves, other people, school, families, friends, groups, jobs. Classroom charts are available to coincide with chapters in book.

***

Title: Filmstrips
Moral Value Series

Publisher: Warren Scholoat Productions, Inc.
(can be ordered from Gordan Flesch Co.)

Cost: $80.00 approximately

Description: A series of open ended dilemma situations. Viewers make a choice of appropriate responses to everyday human problems or situation.

***

a. Here I Am - fourth grade
b. Becoming Myself - fifth grade
c. I'm Not Alone - sixth grade

***

Title: Film
The Toymaker

Publisher: Wallace Puppet Films
Dis-Athena Films
165 West 46th Street
New York, New York

Cost: $80.00 (Black and white)

Description: 16 minutes. Puppets through intercultural education become friends and work together (Level 3-4).

***

Title: Record
Teaching Children Values

Publisher: Educational Record Sales

Cost: $5.95

Description: Utilizing problem solving techniques this record provides children with an understanding of integrity, responsibility and love (Level 4-6).

***

Title: Program Materials
Focus on Self-Management

Publisher: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Date: 1970

Description: The objectives of the program are to lead the child toward understanding of self, an understanding of others, and an understanding of the environment and its effects. (Level K-3).

***

INDIVIDUAL AND ENVIRONMENT

Title: Filmstrips and Records
What Else Do Fathers Do, What Do Mothers Do, It's in Your Hands, Electrical Workers, Gas and Oil Workers, Distributive Occupations, Office Occupations, National Resources, Personal Services, Technical and Industrial, Home Economics, Health Services.

Publisher: Denoyer-Geppert Times Mirror
5235 Ravenswood Avenue
Chicago, Illinois 60640

Cost: $179.50

Description: Twelve filmstrips with recordings and teaching guides designed to create an awareness of the Individual and Environment and the World of Work in grades K-6.

***

Title: Filmstrip Series F107
Some Neighborhood Helpers; The Neighborhood Doctor, The Neighborhood Nurse, The Neighborhood Pharmacist, The Neighborhood Optometrist, The Neighborhood Barber, The Neighborhood Beautician, The Neighborhood Newspaper Store, The Neighborhood Service Station, The Neighborhood Fish Store.

Publisher: Eye Gate House, Incorporated
146-01 Archer
Jamaica, New York 11435

Cost: $48.50

Description: This filmstrip series makes children aware of some of their neighborhood workers.

***

Title: Filmstrips
Workers for Public Welfare; Police and Police Protection, Fire and Fire Fighters, The Post Office and Postal Workers, Education and Teachers, The Library and the Librarian, Social Service and the Social Worker, Sanitation and the Sanitation Workers, Transportation and the Transportation Workers, Recreation, Park, and Playground Workers.

WORLD OF WORK

Title: Filmstrips and Records
The Wonderful World of Work Program

Publisher: Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

Cost: $324.00

Description: Twenty-four color filmstrips with records and teaching guides designed to create awareness of the world of work. Filmstrips are sequenced for use in grades K-6.

***

Title: Books
Come to Work With Us

Publisher: Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wisconsin 53210

Cost: $39.90

Description: Two sets of supplemental books designed to create vocational awareness in primary grades.
Set One: Television Station, Hospital, Airport House Construction, Aerospace, and Toy Factory.

Set Two: Bank, Telephone Company, Newspaper, Hotel, Department Store.

***

Title: Kit
Widening Occupations Roles Kit

Publisher: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Cost: $158.50

Description: Explores 400 different occupations. Pinpoints the extent and type of education needed to prepare for a particular occupation (Grade 6 and above).

***

Title: Film
Out Family Works Together

Publisher: Argus Films

Date: 1958

Cost: $100.00

Description: Black and white or color - 12 minutes. Cooperation between children and parents in sharing work, responsibility, pleasure. (Level 4-6).

***

Title: Film
What Is A Neighborhood?

Publisher: Coronet

Date: 1969

Cost: $ 65.00 (Black-white)
$130.00 (Color)

Description: 11 minutes. Film shows what a neighborhood is like; how people help each other and improve neighborhoods (Level 4-6).

***

Title: Record
A Child's Rights

Publisher: Alpark Educational Records

Date: 1953

Description: Conversation distinguishing between rights and desires of a child with the conclusion that the privilege of rights require the obligation of responsibilities (Level 406).

***

Publisher: Eye Gate House, Incorporated
146-01 Archer Avenue
Jamaica, New York 11435

Cost: $48.50

Description: These filmstrips help children understand the role of community workers as contributing to people.

***

Title: Filmstrip 219-3
A Day With Your Family

Publisher: ROA's Films
1696 North Aster Street
Milwaukee, Wisconsin 53202

Cost: $7.00

Description: A filmstrip which shows how each family member has certain needs and responsibilities that are important to all family members.

***

Title: Filmstrip Series and Records L106-SAR
The Adventures of the Lollipop Dragon

Publisher: ROA's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Description: A series of filmstrips designed to help awareness in primary children about rights and needs of others (6 filmstrips and 3 records).

***

Title: Filmstrip Series
Getting To Know Me - Strike Three

Publisher: ROA's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Cost: $8.00

Description: Tim can't play baseball but is good at math so he becomes the team scorekeeper. A filmstrip which stresses the recognizing of one's abilities. (Level K-3).

SELF

Title: Program Materials
Developing Understanding of Self and Others (DUSO)

Author: Donald Dinkmeyer

Publisher: American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 66014

Cost: $82.00

Description: Program materials and activities designed to stimulate social and emotional growth of primary age children.

***

Title: Books
I Want To Be Books:
I Want To Be A Beauty Operator
I Want To Be An Architect
I Want To Be A Forester
I Want To Be A Sales Clerk
I Want To Be A Secretary
I Want To Be A Taxi Driver

Publisher: Children Press
1224 West Van Buren Street
Chicago, Illinois 60607

Cost: $2.25 per book

Description: These books help children become aware of self in the world of work (Grades K-6).

***

Title: Books
Dimensions of Personality Series

Publisher: George A. Pflaum Publisher
38 West Fifth Street
Dayton, Ohio 45402

Description: A mental health series geared to giving the child insights into his behavior and to helping to accept himself and others.

Title: Flannel Board
When I Grow Up, I Want To Be

Publisher: CCM School Materials, Inc.
8200 South Hoyne Avenue
Chicago, Illinois 60620

Cost: $6.95

Description: Instructo No. 171. Material representing 36 jobs and felt figures to dress on flannel board.

***

Title: Puzzles
Community Helpers Puzzles

Publisher: J. R. Holcomb and Company
3000 Quagley Road
Cleveland, Ohio 44113

Cost: $1.85

Description: Thirteen primary grade puzzles:

doctor	farmer	barber
postman	teacher	dentist
milkman	librarian	school patrol
policeman	nurse	fireman
		T.V. Repairman

***

Title: Filmstrip
We All Work From The Five Friends At School Series

Publisher: Carroll Sanders
District Manager
Holt Rinehart & Winston, Inc.

Date: 1967

Cost: This is one filmstrip in a set of six at $30.00.

Description: Children tell about what their fathers do to support the family and what their mothers do to maintain the home.

***